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"'Tis education forms the common mind:

Just as the twig is bent the tree's inclined."

Pope-----Moral Essays.

"A boy is better unborn than untaught."

Gasciogne.

"Impartially their talents scan,

Just education forms the man."

Gay-----To a Mother.

-----oOo-----

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ARRANGED IN ORDER OF USEFULNESS.

-----oOo-----

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THE EDUCATIONAL SYSTEM OF JAPAN.

In the early part of the eighth century, the first authenticated educational code was put into effect. This code provided for the education of the Samurai class in etiquette, horsemanship, archery, reading, writing, music and arithmetic.¹ For over a thousand years this system of education was in vogue, the common people receiving no education whatsoever.

In 1868, the year known to every Japanese as the first year of Meiji, the Emperor Mutsuhito summoned the Imperial princes and high officials to the throne room and solemnly swore the memorable oath known as "The Imperial Oath of Five Articles," setting forth the policy that was to be followed hereafter by him. The fifth article of this oath set forth the principle which has been followed out in the Japanese Educational system. The official English translation is as follows:- "Knowledge shall be sought for throughout the world so that the welfare of the nation may be promulgated." ²

One year later "regulations relating to Universities, middle schools and elementary schools were promulgated by Imperial decree. In July, 1871, the Department of Education was established and all affairs relating to education brought under its control."(3).

1. "Japan in Transition"---p. 62---(Abbr. J. T.)
Stafford Ransome.
2. "Japanese Education"---p. 45----(Abbr. J. E.)
Baron Dairoku Kikuchi.
3. See next page.

Before deciding upon any definite system of education, a commission of investigation was sent by the educational department to study the systems of Europe and America. That adopted in 1872 was modelled after the French educational system and aimed at establishing fifty thousand elementary schools.(1) Education was made compulsory by proclamation, the first Educational Code of 1872 setting forth the aims of the Japanese Educational Authorities.(2) During the next fourteen years many changes were introduced, but the Imperial Rescript on Education issued, on October 30th, 1890, gave a stable foundation to nationalistic education and fixed the standard of moral teaching.(3) This Rescript has been very fittingly termed: "The Magna Charter of Japanese Education." The most important principles set forth in it are loyalty toward the Emperor and piety toward parents and superiors.(4)

3--Page 1. "Education in Japan." P. 8---Prepared for the Louisiana Purchase Exposition. Quoted in "Educational System of Japan," by Albertus Pieters, p. 34. (Abbr. E. S. J.)

1. "Modern Education in Japan"---p. 54---Count S. Okuma. (Abbr. M. E. J.)
2. J. T. p. 64.
3. M. E. J. p. 54.
4. Intellectual Life in Japan. (Abbr. I. L. J.) Paul S. Reinsch.

Among the pioneers of education in Japan two foreigners, Dr. Guido P. Verbeck, a native of Holland, and Dr. David Murray, of Albany, New York, stand first. The former outlined and organized that magnificent educational institution known to-day as the Tokyo Imperial University, the latter was the first Superintendent of Educational Affairs and organized the school system of to-day.(1)

Having thus briefly noticed the history of Japanese Education, let us consider the General system of the present-day education in Japan.

The Department of Education is one of the nine departments into which the administrative system of Japan has been divided. The Minister of Education is the head of the Department of Education, Dr. Okuda at present holding this important position.(2) The Department is divided into three bureaus, viz: The Bureau of Special Education; the Bureau of Common Education; and the Bureau of Technical Education. Each Bureau is presided over by a director. The first bureau has charge of Universities and Colleges; students and teachers sent abroad; libraries and museums; astronomical and meteorological observatories; investigation and

1. E. S. J. pp. 32-33.
2. J. E. p. 58.

encouragement of arts and sciences; Geodetical and Earthquake investigation~~x~~ Committees; the Imperial Academy; degrees and honorary titles; literary and other learned societies; examinations for those desiring to secure licenses for the practice of medicine and pharmacy. The second bureau has charge of kindergartens, normal schools, elementary schools, middle schools, girls' high schools, blind and dumb schools, educational museums, educational societies, and school attendance of children of school age. The third bureau has charge of industrial, technical, navigation, commercial, and agricultural schools, together with the training of technical school teachers. (1).

There are three main types of schools in Japan, viz: Governmental, Public and Private schools.(2).

Governmental schools are those which are maintained and established by the central government and are under the direct control of the Department of Education. At present they comprise three Imperial Universities, two higher normal schools, two female higher normal schools, eight high schools, five

1. J. E. p. 59
2. J. E. p. 91

colleges of medicine, a school of foreign languages, a fine art school, an academy of music, two colleges of agriculture and forestry, four colleges of commerce, six technical colleges, and a school for the blind and dumb.(1)

Public schools are those which are established and maintained by prefectures, sub-prefectures, cities, towns, and villages. They are too numerous for enumeration, but are of all grades , ranking from elementary schools to colleges.(2)

Private schools are those maintained and established by private individuals. The number of these institutions throughout Japan is very large. They range from the schools of elementary type to the Universities.(3)

All important decisions concerning the Japanese Educational System and all the main points connected with it are determined by Imperial Ordinances.(4) All the most important matters coming up before the Department of Education are brought up first before the Superior Council of Education. This Council, composed of the most important directors of the higher institutions of

1. J. E. p. 90.
2. J. E. p. 91.
3. J. E. p. 91, 95.
4. J. E. p. 85.

learning and leading educators, seventy or more in number, acts as an advisory body to the Minister of Education.(5)

The whole country of Japan is divided into five educational districts and apportioned among eleven inspectors, who make a complete tour at least once a year.(6) The governor of each ken(prefecture), better known as the prefect, exercises the ultimate right to fix the number of schools, and provides for their location and maintenance. He is appointed by the Emperor on the recommendation of the Cabinet.(7) The administration of each governmental school is in the hands of the director, and in cities, towns and townships, there are school committees which cooperate with him.(8) Some of the duties assigned to directors are:- the allotment and distribution of work to teachers and officials; the appointment and dismissal of employees with salaries exceeding twenty yen(\$10.00)per month; sending members of the staff to places in Japan or granting them leave of absence; and dismissing temporary teachers and lecturers.(9) Directors

5. J. E. p. 61; E. S. J. p. 35.
6. J. E. p. 59, 101.
7. J. E. p. 62.
8. E. S. J. pp.
9. J. E. p. 96.

and supervisors are also sent out regularly to overlook and inspect schools. Directors and teachers are all governmental officials, and subject to disciplinary measures "when they contravene the obligations or neglect the duties of their office or are guilty of such conduct as is injurious to the credit and dignity of the office, whether it is in discharge of their duties or not"(1) Their class and salaries are determined by the Minister of Education, subject, however, to the regulations of the Imperial Ordinance.

The teaching of morals forms an important part of the Japanese Educational system and is based on the Imperial Rescript on Education. A copy of this rescript is placed in every school in Japan, kept in a special place, and carefully guarded. On holidays and state occasions it is brought out and read to the pupils.(2) The following is the official English translation:

"KNOW YE, OUR SUBJECTS:

Our Imperial Ancestors have
founded Our Empire on a basis broad
and everlasting, and have deeply

1. J. E. p. 93. Annual report of the Department of Education, p. 46. (Abbr. A. R. D. E.)
2. J. E. p. 102.

and firmly implanted virtue; Our subjects ever united in loyalty and filial piety have from generation to generation illustrated the beauty thereof. This is the glory of the fundamental character of Our Empire, and therein lies the source of our Education. Ye, Our Subjects, be filial to your parents, affectionate to your brothers and sisters; as husbands and wives be harmonious, as friends, true; bear yourselves in modesty and moderation; extend your benevolence to all; pursue learning and cultivate arts, and thereby cultivate intellectual faculties and perfect moral powers; furthermore, advance public good and promote common interests; always respect the Constitution and observe laws; should emergency arise, offer yourselves courageously to the state; and thus guard and maintain the prosperity of Our Imperial Throne coeval with heaven and earth. So shall ye not only be Our good

and faithful subjects, but render illustrious the best traditions of your forefathers.

The Way here set forth is indeed the teaching bequeathed by Our Imperial Ancestors to be observed alike by their Descendants and the subjects, infallible for all ages and true in all places. It is Our wish to lay it to heart in all reverence in common with you, Our subjects, that we may all attain to the same virtue." (1)

Photographic portraits of the Emperor and Empress are distributed to every governmental school, normal school, public middle school, girls' high school, technical school, and higher elementary schools in Japan. They are carefully guarded and only on special occasions are they brought out and hung up in the place where the ceremonies are to take place.(2) Instances have been known where a teacher or pupil have risked their lives in saving the Imperial portraits and Rescript from a burning school building.

1. J. E. pp. 2-3.
2. J. E. pp. 102-103.

The number of working days differ according to the school but average about two hundred twenty-five per year.(1) This is considerably more than the number of working days in the average American public school.(3)

A small part of the revenues of schools are derived from tuition fees and endowments, but most of it comes through taxation. The school buildings are built in a simple, tho substantial, manner. The size of the school rooms vary of course in different schools, but the capacity is calculated at not less than one hundred twenty cubic feet per pupil. Selection of school sites is considered from the point of view of morals, pedagogy, and hygiene.(2)

In nearly all schools above elementary grade, male pupils wear the uniform of the school, and female pupils a sort of pleated skirt, called the "hakama." In many schools, teachers also wear the uniform of the school.(4)

The director of each school maintains discipline in his school.(5)

1. J. E. p. 105.
2. J. E. pp. 105-106.
3. The number of working days in the U. S. common school averages 156, according to the statistics in the World's Almanac for 1914-p.597.
4. J. E. p. 107.
5. J. E. p. 108.

No corporal punishment is allowed. A young American teacher who was teaching in one of the Middle Schools of Nagoya, Japan, came near getting himself into serious trouble by punishing one of the pupils. The boy was impertinent to him and declined to get his lessons, so the teacher gave the child quite a sound thrashing, with very desirable effects, so far as the child was concerned. The act, however, aroused a great deal of indignation from all sides. Other members of the faculty immediately waited upon the teacher and demanded that he apologize publicly. Tho he declined to do this, he expressed his regrets in having infringed upon one of the unwritten laws of the Japanese educational system. After quite a good deal of disturbance and agitation the affair finally blew over.(1)

Teachers in the different schools frequently hold conferences with the parents or guardian of the pupil with a view toward cooperative action in securing the greatest good for the child.(2)

At different times during the year the whole school, both pupils and teachers, go out on school journeys. Places of scientific, historical, or artistic interest are visited, so that both pleasure and instruction are gained for the parties concerned.(3)

1. The teacher was Mr. J. C. Richardson, who was teaching some fifteen years ago in the Nagoya Middle School.
2. J. E. p. 109.
3. J. E. p. 111.

This is quite similar to the German custom of school journeys. Another *usage* modelled after the German system is the system of student service. In Japan all able-bodied male adults are liable to military service for three years, but students of certain schools and colleges are temporarily exempted until they graduate or reach the age of twenty eight. If they then volunteer they receive special treatment and serve only for one year.(1)

Having thus considered the general outline and main points of the Japanese school system, let us consider the different schools more in detail. The following table will perhaps convey a general idea in regard to the schools in Japan under the supervision of the government.

Kindergartens-----	Length of course.....	3 years
Ordinary Element- ary schools,-----	Length of course.....	6 years
Higher Element- ary Schools,-----	Length of course.....	2 years
Middle Schools,---	Length of course.....	5 years
Higher Schools,---	Length of course.....	3 years
Universities,-----	Length of course.....	3 years
University Halls (Post-Crad.)-----	Length of course.....	5 years

There are besides these a great many normal, industrial, commercial, agricultural, nautical, and technical schools under the

control of the Japanese government, and forming a very important part of the educational system.

Kindergartens are not at present considered a very important part of the educational system. It is quite a debatable question whether they are beneficial or prejudicial to the best development of the children. There are 443 of these institutions; 208 of them public, i. e. established and maintained by prefectures, sub-prefectures, cities, towns and villages; 234 private, i. e. established and maintained by private individuals; and one in connection with the Tokyo Higher Normal school for girls, and therefore under the direct control of the department of education. The infants in these schools enter at the age of three and have a three years course consisting of instructive games, marches, dances, etc. The latest statistics give the number of conductors or teachers as 1250 and of the infants as 37179.(1)

The first elementary school system was modelled after that of France, but during the renovation of the schools, which occurred in 1890, it was modelled after the elementary school system of Germany.(2) Quite a striking way in which the Japanese elementary school system resembles elementary education in Germany, is

1. J. E. p. 86. A. R. D. E. p. 85.
2. M. E. J. p. 54.

seen in the remarkably large proportion of men employed as teachers in these schools.(3) On the other hand, in the United States, the proportion of men teachers employed in elementary education is quite small.(4)

The elementary schools of Japan correspond very nearly to the grammar schools of the United States. Girls and boys are usually taught in the same schools with very little difference in the subjects taught. But even in these schools there is a decided tendency against co-education. If there are enough pupils of each sex, provision shall be made to teach them in separate classes. In the Thirty-seventh Annual Report of the Minister of State for Education, we find the following sentence in regard to the aim of the elementary schools:- "The aim of elementary schools is to instil into youthful minds the elements of moral and national education, and the knowledge and ability essential for the conduct of life, care being taken at the same time to develop the physique of the children."(1)

Elementary education is compulsory.(2) Children between six and fourteen are considered under school age and parents

3. E. S. J. p. 47. Eighty two per cent of the teachers in Japanese Elementary Schools are men.
4. Twenty per cent of the teachers in the common schools of the United States are men. World's Almanac for 1914--page 597.
1. A. R. D. E. p. 62.
2. E. S. J. pp. 55-56.

or guardians are under obligations to send them. For very special reasons exemptions may be granted by the Mayor of the City, Town or Village.(1) On account of the strict surveillance of the Japanese government the percentage of children of school age who had followed or were following the prescribed course of instruction in elementary schools is very high, being 98.10 per cent. The percentage of daily attendance, 92.54 per cent, is also very good. Nearly six and a half million school children attend the elementary schools.(2)

There are two grades of elementary schools. First, the Ordinary Elementary school, with a six year's course; second, the Higher Elementary school, with a two year's course. The subjects taught in the Ordinary Elementary Schools are---morals, the Japanese language, Japanese history, arithmetic, geography, science, drawing, and painting, music, gymnastics, and sewing(for girls). The same subjects are taught in the Higher Elementary schools but the instruction given is of a correspondingly higher grade.(3)

The course in morals, which is based on the Imperial Rescript and the teachings of Confucious, form a very important part of the

1. J. E. p. 139.
2. A. R. D. E. p. 63.
3. A. R. D. E. p. 62.

system. Morals are taught in the schools by reciting and giving precepts, and furnishing examples to illustrate each.(1)(4) Altho such great stress is laid on the teaching of morals, a prominent Japanese educator has made the statement that the average Japanese student is immoral and dishonest.(2) In private Christian elementary schools the system of morals taught is, of course, Christianity.

Nearly half the time in the first four years of the Ordinary Elementary school is spent on learning the Japanese language; while in the last two years of the Ordinary Elementary school and the two years of the Higher Elementary school, about one-third of the number of hours in the whole course is devoted to this subject.(3) Not only does the Japanese language offer peculiar difficulties to the elementary pupil, but it also offers difficulties to the pupils and students in higher schools. Why this is so we will endeavor briefly to explain. In the first place, there are three systems of writing in Japan, viz: the hira-gana,

1.J. E. p. 131.

2.Dr. Ishizaka, for many years a professor in the Aoyama Gakuin of Tokyo.

3.J. E. pp. 124-127.

4.At a convention of educators in 1881, the Minister of Education made the following utterance: "In teaching morals they(i.e.the teachers)should stand on an ethical basis characteristic of the Empire, and be guided by the precepts of Confucian learning."

M. F. J. p. 57.

the kata-kana, and the Chinese characters or ideographs. Two of the syllabaries, the hira-gana and the kata-kana comprise together about three hundred letters. To learn that many letters would be discouraging to the Occidental, but these comprise only a small part of the Japanese language. The third syllabary, so to speak, viz: the Chinese characters, offers many difficulties to the pupil and the student. There are 47,216 characters given in the latest Chinese dictionary and of these the ordinary scholar must know about 6,000. But every character in itself is a very complicated affair, for each character may have several meanings, several pronunciations, and at least three different ways of writing it. The Department of Education has been making strenuous efforts to reduce and simplify the characters to be learned in elementary schools and has limited the number to 1250.(1) The way the Japanese have adopted the Chinese old classical literature corresponds very closely to the European and American adoption of Greek and Latin. Chinese is the classical language and is also used in the scientific nomenclature of Japan. Another difficulty in learning the Japanese language is, that the written language is quite different from the spoken, both as to the style and method of expression.

Again, in the written language, the epistolary style differs from the ordinary in many respects. In both written and spoken languages the mode of expression differs in proportion as we address inferiors, equals, or superiors. These and other things not mentioned make the language very difficult for children to learn. The reading books which the elementary school children use, contain subjects dealing with morals, history, geography, science, industry and citizenship.

Gymnastics are taught in all elementary schools from three to four hours a week. Free gymnastics, dumbbell exercises and games comprise the course, and in the last two years of the Ordinary elementary schools and in the two years of the higher elementary school, military drill is given to the boys.(1)

Prefects and sub-prefects have full charge over the number and position of elementary schools to be established and maintained. Even private elementary schools, deaf mute and blind schools, and kindergartens require first the permission of the Prefect before they may be established.(2) The mayors of cities, towns, and villages, together with the heads of school unions, have charge of the management of city, town, and village elementary schools, and are assisted in the discharge of their duties by a school committee of about ten.(3)

1. J. E. p. 334.
2. J. E. p. 144. .
3. J. E. p. 148.

The cities, towns, and villages pay everything in connection with the establishment and maintenance of elementary schools. The money derived from tuition fees, voluntary contributions, and subsidies help pay only a small part of the total expenditure.(1)

The expenditure for elementary schools has increased quite rapidly in the last ten or twelve years. In 1898 the expenditure for elementary schools was ¥32,835,036(or \$16,417,518); in 1910 the expenditure was ¥57,076,003(or \$28,538,001.50). The general rule is that tuition fees are not levied in Ordinary Elementary schools. Even in the few exceptions the fees are slight.(2) Of the 26,084 elementary schools of both grades, only 1253 charged tuition fees and in these the average fee paid by the children is about eight cents per month.(3)

The buildings of the elementary schools are built in a simple though substantial manner, and the equipment though not elaborate is always suitable to the needs of the school. The school year begins September 1st and ends August 31st.(4) The children are, however, given during the year about 140 days of holidays, Sundays included.

Before a teacher may teach in an elementary school he must have passed the tests conducted by the local boards and received

1. J. E. pp.145-146.
2. J. E. p. 144.
3. A. R. D. E. p. 77.
4. A. R. D. E. p. 62.

his license.(1) This is the ideal, but there is such a lack of teachers that very many of those without licenses have to be employed. Prefects and sub-prefects appoint and dismiss teachers in city, town and village elementary schools.(2) The average salary of the Elementary school teacher is about 17 Yen(or\$8.50) per month.(3) Teachers who teach over thirty hours per week receive besides their salaries a special allowance.(4) Pensions are given to teachers when they retire on account of disability for service or some other valid reason, and also to the families of deceased teachers. In 1910, 6595 teachers received in pensions ¥487,565,919, an average of ¥73.92(or \$36.96)each per year. (5). Since the cost of living is very much less in Japan than it is here in the United States, this pension is not so small as it seems. The pension is somewhat over one-third of the average salary of the Elementary school teachers.

After graduating from the Ordinary Elementary school the pupil is entitled to admittance to the Middle school. Since the entrance examinations of Middle schools are very severe, the greater number of applicants go through the Higher Element-

1. A. R. D. E. p. 292.
2. J. E. p. 198.
3. A. R. D. E. p. 71.
4. J. E. p. 203.
5. A. R. D. E. p. 343. J. E. p. 204.

ary course before they stand them. The ideal is to have a sufficient number of Middle schools to admit all the applicants who have graduated from the Ordinary Elementary school, but since this has not yet been reached, competitive examinations have to be held. Only 53% of those who applied ^{in 1907} for admission to the regular courses of the Middle schools were admitted.(1) The latest statistics give the number of governmental, public, and private Middle schools as 305. The number of teachers in these schools was 5891, the number of pupils 118,133.(2)

Middle schools correspond quite closely to the High Schools of the United States. The course is for five years and the average age of graduation is over nineteen. "The aim of middle schools is to give male pupils a good general education of a rather high standard."(3) Each prefecture is obliged to establish and maintain one middle school, but in many cases there are more than one to the prefecture. The prefecture determines the sites for the middle schools, but these must receive the approval of the Minister of Education.(4)

1. J. E. p. 210. A. R. D. E. p. 136.
2. A. R. D. E. pp. 132-135.
3. A. R. D. E. p. 132. J. E. p. 211.
4. J. E. p. 206-207.

The number of working days in a middle school should be not less than 205 per year.(1) This is slightly more than the average number of working days in the average American High School. Tuition ranges from about 3 yen(\$1.50) per month in private middle schools to 2 yen(\$1.00) in public middle schools.(2)

Teachers in middle schools are required to have certificates qualifying them as such. Due to the lack of middle school teachers this regulation cannot be strictly enforced, and some provisional teachers without certificates or licenses have to be employed.(3) Just as in elementary schools, so in middle schools, provision is made for pensioning retired teachers and the families of deceased teachers. In fact, in all of the governmental and public schools, and in a great many of the private institutions, teachers receive pensions on retirement.

The subjects of study in middle schools are morals, the Japanese language, Chinese literature, English, French, German, history, geography, arithmetic, algebra, geometry, trigonometry,

1. J. E. p. 217.
2. J. E. p. 212.
3. J. E. p. 212; pp. 298-306.

natural history, physics, chemistry, law, economics, drawing, painting, music(singing by note), and gymnastics.(1)

The teaching of morals is based upon the Imperial Rescript. The essential points of morals dealing with daily life are given; also duties to self, to family, to society, and to the state; and in the last year the elements of Ethics.(2) In Christian schools the teaching of morals is based on the Bible.

In the subject of the Japanese language, the middle school students finds the difficulties encountered in the elementary school greatly increased. Chinese literature of the old Classical period is taught as an auxiliary to the teaching of the Japanese language, much in the same way as Greek and Latin is taught in Europe and America. The history of Japanese literature and the literature of the periods as far back as the Medieval, are carefully studied. The middle school students also receive instruction in Japanese grammar, composition, reading and dictation.(3)

Foreign languages taught in middle schools must be one of

1. A. R. D. E. p. 132.
2. J. E. p. 217.
3. J. E. pp. 221-223.

the three---English, French or German. In the greater majority of schools English is taught exclusively; in a few German is taught exclusively; in some, both English and German are taught; and in others instruction is given in both English and French.(4) English is taught for six or seven hours per week throughout the whole five year course. The elements of reading, composition, grammar, and conversation are given, but the progress of the pupils has not been as rapid as might be expected. This has been attributed to the lack of good teachers and to the extreme difference between the Japanese and English languages.(1). In many middle schools where the English taught is of quite a high standard, we find that the native teachers are indebted in a large measure to Christian Missionaries for their thorough and excellent knowledge of the language.(2)

The history studied by the pupils in the first and second years of the middle school is that of Japan. In the third year the history of the Chinese Empire is taught; while in the fourth and fifth years, the history of the world, comprising Ancient, Medieval, Modern, and Recent, is taught.(3)

4. J. E. pp. 224-225.
1. J. E. pp. 225-226.
2. E. S. J. p. 72.
3. J. E. p. 228.

The first year of Geography in the middle schools is devoted to the geography of Japan. Throughout the second, third and fourth years, the Geography of the world is studied; while in the fifth year the students are taught physical geography.(1)

The course in mathematics starts at higher arithmetic and goes through trigonometry, thus embracing arithmetic, algebra, geometry and trigonometry. Four hours or more per week are devoted each year of the five to mathematics.(2)

The natural science course in the middle schools is a very fine one. In the first year two hours a week are devoted to mineralogy. Botany is studied for two hours per week during the second year. Physiology, Hygiene, and Zoology are studied for two hours per week in the third year. In the fourth year two hours per week is devoted to the study of zoology. Most of the middle schools are equipped with very fine instruments and specimens necessary for the prosecution of these studies. Not only do the students have class-room work, but they make practical experiments themselves. Besides the daily recitation work in natural sciences, field work is often indulged in, students and teachers going out together on long tramps through the country for the purpose of making scientific investigations.(3)

1. J. E. p. 231.
2. J. E. p. 232.
3. J. E. pp. 236-246.

Chemistry is taught in the fourth year from three to four hours per week.(1) In the fifth year of the middle school physics is taught for four hours per week.(2) For two hours per week in the last year of the middle school instruction is given in the elementary principles of law and economics.

"The object of teaching this subject is to let boys understand something of our system of government, of legislation, administration, justice, local self-government, nature and outlines of laws concerning property, civil rights, family succession, etc., and elements of economic^c principles, of production, exchange, distribution, consumption, and finance."(3)

In the matter of drawing, the pupils receive one hour per week instruction in both freehand and geometrical drawing.(4) Singing is taught for one hour per week during the first three years of middle school work, but not much importance is attached to this subject.(5)

Great stress is laid on the teaching of gymnastics in the middle schools of Japan. Three hours or more per week are devoted to it throughout the whole five years. The course con-

1. J. E. p. 248.
2. J. E. p. 246.
3. J. E. p. 252.
4. J. E. p. 253.
5. J. E. p. 254.

sists of free gymnastics, dumb-bell, bar-bell, and Indian club exercises, military gymnastics and military drill. Fencing, jui-jutsu, and swimming, though not forming a part of the regular curriculum, are exceedingly popular and are very generally indulged in by the boys.(1)

A very important part of the school system of Japan is the Normal school. It is here that the teachers for the elementary schools are trained.(2) Of the seventy-eight Normal schools, thirty-five are for male pupils only, twenty-five for female pupils, and eighteen for both sexes. Of the 24,079 applicants for admission in 1909, only thirty-eight per cent were admitted. These statistics show a great need for more normal schools to accomodate the number of applicants for admission.(3)

The regular course at Normal schools is divided into two sections. A preparatory course and a teachers' training course are also often provided. The first section requires four years study for both sexes before graduation. The second section isa one year's course for men, and over a year and often two years for women.(4)

1. J. E. p. 334.
2. A. R. D. E. p. 122.
3. A. R. D. E. pp. 124-126.
4. A. R. D. E. pp. 122-123.

Candidates for admission to the first section must be graduates of the preparatory Normal course, graduates of higher elementary schools of three years course; or persons fifteen years of age with attainments equal to those of such graduates. Male candidates for admission to the second section of the normal schools must be graduates of middle schools or not less than 17 years of age and having attainments equal or superior to such graduates. Female candidates for admission to the second section must be graduates of girls' high schools of four years course, or they must be 16 years of age and having attainments equal or superior to such graduate.(1)

In the first section male pupils study morality, pedagogics, the Japanese language, Chinese literature, English, history, geography, mathematics, natural history, physics, chemistry, law, economics, penmanship, drawing, painting, music, and gymnastics. Agriculture and commerce are also sometimes added as supplementary courses. In the second section the subjects of study for male pupils are: morality, pedagogics, the Japanese language, Chinese literature, natural history, mathematics, physics, law, chemistry, economics, drawing, painting, manual training, music and gymnastics.(2)

1. A. R. D. E. p. 122.
2. A. R. D. E. p. 123.

Female pupils in the first section study: morality, pedagogics, the Japanese language, Chinese literature, history, geography, natural history, chemistry, physics, mathematics, household management, sewing, penmanship, drawing, painting, manual training, music, English, and gymnastics. In the second section they study morality, pedagogics, the Japanese language, Chinese literature, mathematics, natural history, physics, chemistry, sewing, drawing, painting, manual training, music and gymnastics.(1) The preparatory course of one year gives the training and knowledge necessary for entrance into the first section of the regular normal course. The training course is from one to two years, and aims to train and better fit for their work men and women who have already been engaged as teachers in kindergartens and elementary schools.(2)

Since the standard of teaching in Normal schools is about the same as in the middle schools it will be unnecessary to go into a detailed discussion of the different subjects. The chief difference between middle schools and normal schools is that in the former individual culture is sought for; while in the latter the fact that the person is going to teach in elementary schools must be borne in mind.

1. A. R. D. E. p. 123.
2. A. R. D. E. pp. 123-124.

In Normal schools the method of teaching elementary school subjects, as well as the subjects themselves, must be taught.(1) In order that this may be accomplished, an elementary school and a kindergarten are attached to each normal school. The Normal school pupil thus receives practical training in the teaching of children.(2)

The director is the government official who has full charge of the Normal school. He sees to the proper administration of the school, and is directly responsible to the Prefect and to the Minister of Education for the efficiency and good working of the institution.(3)

Teachers in Normal schools are required by law to have certificates of secondary school teachers. There is, however, such a scarcity of teachers with certificates, that frequently men and women without them have to be employed as provisional teachers. The salaries of Normal school teachers vary greatly, according to sex, class, and ability, the lowest being fifteen yen(\$7.50)per month and the highest 150 yen(\$75.00)per month. The director of the Normal school receives a salary of from

1. J. E. p. 288.
2. A. R. D. E. p. 131.
3. J. E. p. 290.

800 yen(\$400.00) to 2000 yen(\$1000.00)per annum, the average being 1100 yen(\$550.00).(1)

The are dormitories attached to each normal school and pupils are required to live in them. In charge of the dormitory or dormitories is the dormitory superintendent, who has full charge of the discipline and general management.(2)

Practically everything is given to the normal school student---tuition, food, clothes, lodging, books, and money to defray the cost of living. Just as in elementary schools, so here every year the students are taken on long school journeys to places of interest. Graduates of the regular course receive certificates as teachers in ordinary elementary schools, and are required immediately after graduating to serve in this capacity from two to seven years, differing according to sex, course taken and stipend received. "Graduates are entitled to one year's voluntary military service instead of three years compulsory service." If normal students are expelled or if graduates do not serve their time as elementary school teachers, they must refund the stipend as well as the tuition received.(3)

- 1.J. E. pp. 290-292.
- 2.J. E. p. 291.
- 3.J. E. pp. 294-296.

Very frequently upon graduating from the normal school the pupil applies for admission into the Higher Normal school. There are four of these institutions. The two for men are located in **Tokyo** and **Hiroshima** and the two for women in **Tokyo** and **Nara**. These schools are under the direct control of the Department of Education.(1) Their aim is to train teachers for normal schools, middle schools, and high schools for girls.

The **Tokyo Higher Normal** has besides the regular courses, preparatory and post-graduate courses. In the preparatory course, which extends for over a year, the subjects taught correspond quite closely to those in the last year of normal and middle schools.(2) Pupils in this course are admitted by competitive examinations, and are chiefly those who have graduated from normal or middle schools.(3) The regular course has five different departments. These are: (1) Japanese language and Chinese literature; (2) the English language; (3) history and geography; (4) Mathematics, physics, and chemistry; (5) natural history. The course in each of these departments extends for three years or more.(4) The third term of the last

1. A. R. D. E. p. 94.
2. J. E. p. 310.
3. A. R. D. E. p. 95.
4. A. R. D. E. p. 95.

year in each of these departments is devoted exclusively to practice in teaching in attached elementary and middle schools.(1) In the post-graduate course, which extends for one or two years, students pursue their studies in one or more subjects and at the end of their time present theses on them. If they are found satisfactory, they receive diplomas of graduation.(2) Special courses extending for three or four years are provided when occasion demands and deal with such subjects as literature, gymnastics, agriculture, botany, morals, English, mathematics, drawing, painting, manual training, history, geology, zoology, etc.(3)

Attached to the Tokyo Higher Normal School is the Tokyo Educational Museum. Here all manner of charts, school appliances, specimens of school work, and reference works are daily displayed to all who desire to see them.(4) A middle school and an elementary school are attached both to the Tokyo and the Hiroshima Higher Normal schools. Students in the Normal schools are thus enabled to get practice in teaching under the guidance and supervision of competent instructors.(5)

1. J. E. p. 312.
2. J. E. p. 313.
3. R. R. D. E. p. 95. J. E. pp. 313-314.
4. A. R. D. E. p. 101.
5. A. R. D. E. pp. 95 and 103. J. E. p. 314.

In 1910 there were 658 pupils in the Tokyo Higher Normal School, 72 instructors, and 142 graduates. There were 700 applicants for admission of whom only 38 per cent were admitted.(1)

Though the Hiroshima Higher Normal School is not as large an institution as the one located in Tokyo, yet the courses and departments in each are practically identical. It will therefore be unnecessary to discuss this phase of the subject.(2) The latest statistics give the number of pupils in this institution as 420, instructors as 52, and graduates 89. Of the 175 applicants for admission, 129 were admitted.(3)

There are two higher Normal Schools for women, viz: the Tokyo Higher Normal School for girls, and the Nara Higher Normal School for girls. They aim to train teachers for Normal Schools for girls and girl's high schools.(4) The applicant for admission to the Tokyo Higher Normal School for girls must have a strong constitution, good moral character, must have graduated from a girl's high school or normal school, and must not be less than 17 or more than 22 years of age. Due to the lack of accommodations and teaching force, competitive examinations must be held for admission. Of the 771 applicants only 135 were admitted.(5)

1. A. R. D. E. p. 97.
2. A. R. D. E. p. 103.
3. A. R. D. E. pp. 104-105.
4. A. R. D. E. p. 109.
5. J. E. p. 319. A. R. D. E. p. 113.

"The curriculum is divided into courses of literature, of science, and of art, to which special, elective, nursery and post-graduate courses are added." The regular course is for four years and the post-graduate for one or two years.(1) There were, in 1910, in the Tokyo Higher Normal School for girls, 46 instructors, 373 pupils, and 91 graduates. Attached to the normal school are a kindergarten, an elementary school and a high school for girls. The normal school students are thus enabled to receive practical instruction in pedagogics and education.(2)

The Nara Higher Normal School for girls is practically the same as the Tokyo school in curriculum, qualifications for entrance, and management. The instructors number 16, and the pupils 77. Of the 84 applicants for admission in the year 1909, all but six were admitted.(3)

The pupils in both of the Higher Normal Schools for boys and in those also for girls are under obligations to serve after graduation in some sort of educational work. The girls are required to serve from two to five years, and the boys from three to seven years, according to the tuition and amount of stipendium received.(4)

1. A. R. D. E. p. 109.
2. A. R. D. E. pp. 110-111.
3. A. R. D. E. pp. 116 and 119.
4. J. E. pp. 316-317 and p. 322.

Since the government helps them by granting free tuition and stipendium for food, clothing, and books, the pupils are quite naturally required, in return, to serve as government school teachers and educators.

We have seen how the young Japanese boy goes after graduation from the elementary school into the Middle school. On the other hand the Japanese girl may, after finishing her elementary school work, enter the High School for girls. There are 178 such schools throughout Japan; one is a government institution, 135 are public, and 42 private. The Governmental Girl's High School is the one which we have already mentioned as connected with the Tokyo Higher Normal School for girls. In 1910 there were in the public and private Girl's High Schools 2,722 instructors, 51,793 pupils, and 11,400 graduates.(1) "Candidates for admission must be graduates of ordinary elementary schools, and be not less than 12 years of age, or they must have attainments equal to those of the graduates." Competitive examinations have to be held for admission. The fact that of the 27,543 girls who applied for admission, only 62 per cent entered, shows the great demand for more and larger Girl's High Schools.(2)

1. A. R. D. E. pp. 141-144.
2. A. R. D. E. p. 145.

The object of High Schools for Girls is "to give a general education of a high standard to women."(1) The chief aim of all female education, whether it be of a high or low standard, is to fit the young woman for the duties of good wives and wise mothers. It is to this end that the general and local governments as well as the private individuals have established schools for the education of girls.(2) The goal to which nearly all Japanese girls aspire is to have a home and children. This ideal has been fostered and encouraged by the Government, and has been taken into consideration in determining the course of female education.

In some measure the High Schools for girls correspond to the Middle Schools. The course extends over four years, to which another year may be added if circumstances demand. The subjects taught are: Morals, the Japanese language, English, French, history, geography, mathematics, science, painting, drawing, household management, sewing, music and gymnastics. A supplementary course of two years may be added, but pupils must be graduates of the regular course. (3)

The instruction in morals is practically the same as that given in Middle schools, and is based on the Imperial Rescript

1. A. R. D. E. p. 140.
2. J. E. p. 269.
3. A. R. D. E. p. 140.

on Education and the teachings of Confucius. Under the heading of instruction in morals, manners and ceremonial conduct are also taught.(1)

A very essential part of the curriculum is the instruction in household matters. Instruction is given in the making of clothing, preparation of food and habitation, care of the old and children, nursing and prevention of infectious diseases, management and economy in household duties. Sewing, which is taught for four hours per week, includes also lessons on the sewing machine.(2)

The special courses in handiwork, such as painting, embroidery, artificial flower-making, etc., are quite popular, and are considered necessary for a well rounded education.(3)

Three hours per week are devoted to gymnastics in the Girl's High Schools. The girls are taught free gymnastics, dumbbell exercises, bar-bell exercises, games, square dances, and marching exercises.(4)

Teachers in Girl's High Schools must be in possession of certificates qualifying them as such.(5) Of the 2722 teachers employed in the public and private Girl's High Schools, 1140

1. J. E. pp. 276-277.
2. J. E. 277-279.
3. J. E. p. 276.
4. J. E. pp. 334-335.
5. J. E. p. 299.

or nearly 42 per cent were men. This is quite a large proportion of men teachers for girls' schools.(1)

Returning now to the education of young men, we find that on completion of the Middle School course, the Japanese youth may, if he desires a higher education, enter the High School. The name may be misleading to the American. The high schools of Japan do not correspond to the American High Schools, but resemble more closely the American Colleges.(2) Their object is to prepare the young man for the Imperial Universities. Qualifications for entrance to these high schools is graduation from a middle school, but since the number of applicants for admission is so greatly in excess of the capacity of these schools, competitive examinations have to be held. Of the 8977 applicants only 2111 could be admitted, i. e: 23 per cent of those who applied.(3)

There are eight high schools. These are located in Tokyo, Sendai, Kyoto, Kanazawa, Okayama, Kagoshima, and Nagoga, and are all under the direct control of the Department of Education.(4) The curriculum is divided into three sections, with a three year's course in each. "The first section is for those

1. A. R. D. E. p. 147.
2. Japanese Nation, p. 189. (Abbr. J. N.)
3. J. E. p. 357. A. R. D. E. p. 148.
4. J. E. pp. 359-360.

who wish to enter the College of Law or Literature (in the Imperial University); the second, for those who wish to enter the College of Science, Engineering, or Agriculture, or the section of Pharmacy in the College of Medicine; the third, for those who desire to enter the College of Medicine."(1) The subjects taught in the first section are morals, the Japanese language, Chinese literature, Foreign languages, history, logic, psychology, general principles of law, gymnastics, and elements of economics. In the second section the high school students receive instruction in morals, the Japanese language, Foreign languages, mathematics, physics, chemistry, geology, mineralogy, drawing and gymnastics. In the third section, they are taught morals, the Japanese language, Foreign languages, Latin, mathematics, physics, chemistry, zoology, botany, and gymnastics.(2)

Quite a good deal of stress is laid on the foreign languages taught, viz: English, French and German, for these are absolutely necessary for the prosecution of higher studies in the Imperial Universities. The Latin taught in the third section is to enable the student to understand the terms and technical expressions used in the lectures and text books on Medicine in the Universities.

1. J. E. p. 357.
2. J. E. pp. 357-358.

Tuition fees levied on each student were formally 30 yen (\$15.00) per year, but have been recently increased to 35 yen (\$17.50).(1) The average age of those admitted to High Schools is twenty. According to the latest statistics, viz: those of 1910, the number of instructors in the eight High Schools was 332, pupils 5968, and graduates 1209.(2) Instructors are all government officials and subject to the rules and privileges granted by the Department of Education.

The next step after graduation from the High School would be entrance into one of the Imperial Universities. But before considering this very important phase of our subject, let us turn aside for a moment and take a brief view of another important phase of education in Japan, viz: technical and commercial education.

Forty years ago, Mr. Henry Dyer, a young American, inaugurated a solid system of technical education.(3) Up to that time few technical schools of any merit had been established. Since then, technical education has become very popular and the number of schools has been increasing by leaps and bounds. In 1910 there were 5644 technical schools in Japan; 14 of these were governmental schools, 5338 public, and 292 private insti-

1. J. E. p. 359. Japan Year Book p. 182.(Abbr.J.Y.B)
2. A. R. D. E. pp. 149-151.
3. J. T. p. 73.

tutions. The total number of instructors in these schools was 6,122; of pupils 283,418; and of graduates 62,448.(1) Twelve out of the fourteen technical schools established and maintained by the government are of a very high grade. These are: the Morioka Higher School of Agriculture and Forestry; the Kayoshima Higher School of Agriculture and Forestry; the Tokyo Higher Commercial School; the Kobe Higher Commercial School; the Nagasaki Higher Commercial School; the Yamaguchi Higher Commercial School; the Tokyo Higher Technical School; the Osaka Higher Technical School; the Kyoto Higher Technical School; the Nagoya Higher Technical School; the Kumamoto Higher Technical School; and the Sendai Higher Technical School. The two governmental technical schools of lower grade are the Apprentices' School, attached to the Tokyo Higher Technical School; and the Supplementary Technical School, attached to the Institute for the training of Technical School Teachers, which is itself connected with the Tokyo Higher Technical School.(2)

In the Morioka Higher School of Agriculture and Forestry the curriculum is divided into the three departments of agriculture, forestry and veterinary medicine, each of them requiring three years for completion. There is also a post-graduate

1. A. R. D. E. pp. 227-272.
2. A. R. D. E. p. 227.

course of two years. In 1910 there were 35 instructors, with 263 pupils in attendance in the institution, and 78 graduates. The applicants for admission numbered 465, of whom only 94 were admitted.(1)

The Kagoshima Higher School of Agriculture and Forestry has three years courses in the two departments of Agriculture and Forestry, and a post-graduate course of two years. There are fourteen instructors and sixty pupils. The school is small, due to the fact that it has just recently been established. Of the 330 who applied for admission only 62 were admitted.(2) Applicants for admission in this school, as well as in the Morioka institution, are so greatly in excess of the capacity and teaching force, that competitive examinations have to be held. This is also the case, as we shall soon see, with all of the governmental technical schools, and with most of the public and private schools of similar order.

The Tokyo Higher Commercial School has a one year preparatory course, a main course of three years, and a professional course of two years. The professional course is given only to the graduates of the main course, and thus constitutes a sort of post-graduate course. The latest statistics of the institution show 70 instructors, 1471 pupils, and 278 graduates. Of the

1. A. R. D. E. pp. 227-231.
2. A. R. D. E. pp. 231-233.

1619 applicants for admission, 31 per cent were admitted. Connected with this school is the Institute for the training of Commercial School Teachers, having a two years course.(1)

Modelled after the Tokyo Higher Commercial School and having similar courses to this, are the Higher Commercial Schools of Kobe, Nagasaki, and Yamaguchi. Though these schools are considerably smaller than the one in Tokyo, the grade of work done is just as high.(2)

The Tokyo Higher Technical School is an institution numbering 821 pupils, with 82 instructors, and 207 graduates in 1910. Of the 1513 applicants only 297, or about 19 per cent, were admitted. The main course of the school is divided into seven different departments, each requiring three years of study before graduation. These are the departments of dyeing and weaving, ceramics, applied chemistry, mechanical engineering, electricity, industrial designs, and architecture. We have already mentioned the Apprentices' School and the Institute for the training of Technical School teachers connected with the Tokyo Higher Technical School. There is also besides the main

1. A. R. D. E. pp. 233-238.

2. A. R. D. E. pp. 238-245.

course, a post-graduate course of two years.(1)

There are eight sections of three years each in the Osaka Higher Technical School, viz: those of mechanical engineering, applied chemistry, ceramics, brewing, metallurgy, and mining, naval architecture, marine engineering, and electricity.

There is also a post-graduate course of two years. Of the 697 applicants for admission to the school, 210 were admitted.

There were 51 instructors, 589 pupils, and 171 graduates, according to the latest statistics.(2)

The Kyoto Higher Technical School has the three departments of dyeing, weaving, and designing. Three years are required for graduation in each of these departments. There is also a post-graduate course of two years. There were in 1910, twenty-two instructors in the school, 242 pupils, and 60 graduates. Of the 184 who applied for admission, 85 were admitted.(3)

The Nagoya Higher Technical School has five different departments with a course of three years in each. These departments are civil engineering, mechanical engineering, architecture weaving, and dyeing. The latest statistics give the number of instructors as 33, pupils 324, and graduates 103. One hundred

1. A. R. D. E. pp. 246-252.
2. A. R. D. E. pp. 252-255.
3. A. R. D. E. pp. 255-258.

and thirteen of the 581 applicants for admission were admitted.(1)

There are four departments in the Sendai Higher Technical School, viz: civil engineering, mechanical engineering, electrical engineering, mining, and metallurgy. Three years are required for graduation from each course. There were in 1910 in the Sendai Higher Technical School 34 instructors, 459 pupils, and 142 graduates. Of the 564 applicants for admission, 189 were admitted.(2)

In the Kumamoto Higher Technical School there are three distinct departments having a course of three years each. These are civil engineering, mechanical engineering, mining, and metallurgy. The total number of instructors was twenty-five in 1910, of pupils 296, and of graduates 127. Ninety three of the 355 pupils or applicants for admission were admitted.(3)

It would be impossible within the scope of this paper to discuss minutely the public and private technical schools in Japan. They are more or less modelled after the governmental technical schools, and their curricula are in varying degrees like those under the direct supervision of the government. The

1. A. R. D. E. pp. 258-261.
2. A. R. D. E. pp. 264-266.
3. A. R. D. E. pp. 261-264.

5630 public and private technical schools have been doing a great work in advancing the cause of technical education. The statistics for 1910 show an increase over ^{the} former year of 476 schools, 383 instructors, 34,841 pupils, and 8083 graduates.(1) One of the great difficulties of technical education is to find a sufficient number of good and efficient teachers. At present the Department of Education is trying to meet the demand by the establishment of Teacher's Training Institutes connected with the Agricultural College of the Tokyo Imperial University, the Tokyo Higher Commercial School, and the Tokyo Higher Technical School. The two last mentioned institutes we have already considered.(2) Quite a large number of English, German, French and American instructors are employed in these Higher Technical and Commercial Schools; but the tendency is more and more to decrease the number of these teachers, replacing them with native professors.

It is in their Imperial Universities, more than in any other part of their Educational System, that the Japanese take pride. The ambition of nearly every student is to some day enter into, and graduate from, one of these institutions. At present there are four of these great schools of learning, viz: the Imperial University of Tokyo; the Imperial University of

1. A. R. D. E. p. 269.
2. J. E. p. 353.

Kyoto; the Tohoku Imperial University, and the Kyushu Imperial University.(1) The first of these is the largest, oldest, and best equipped.

The Imperial Universities are pure democracies. Intellect, not wealth or breeding, is the criterion for leadership. All men are given equal opportunities and he who thinks the deepest and the most correctly, is he who will be the leader. There are no "Frats" or organizations of a similar nature, tending to draw small groups of men together. "Distinction lies only in brains." Quite unlike a great many American Universities, there is not the large element of men who go merely to get a good time. The Japanese student does not attend the University, as is frequently the case with his American brother, merely to spend money and enjoy life; but he goes with the primary object of study, and it is to this that he applies himself most assiduously. Plain living and high thinking is the plan of Japanese higher education.(2)

A great many students are very poor; so poor indeed that they would not be able to meet the expenses of a University education, which averages about 400 yen(\$200.00)per year, if it were not for the outside help which they receive.

1. J. N. p. 191. J. Y. B. p. 186.
2. J. N. p. 192.

Many men, even those with very small salaries, take into their home, free of charge, students who are too poor to pay for their own board and lodging. Thus these students or "shokkaku"(table guests) as they are called, are in this way considerably aided in their struggle to secure a higher education. Very frequently the student, in return, acts as tutor to the children of the household, or do small services about the house.(1)

Graduates of Imperial Universities enjoy peculiar advantages and are greatly honored and looked up to by the mass of the people. They are exempted from civil service examinations, or examinations for license to practice law, medicine or pharmacy. Important governmental positions await them, or if the graduate chooses, he may step into some high position in business. Once let the University student graduate, and his future fortune or fame is assured, there is such a great demand for him from all the callings of life.(2)

The Imperial Universities are modelled after German Universities and in general administration they are quite similar to them. The President who is at the head of the whole University is appointed by the Emperor. Beneath the President are the Directors, who are appointed by the Minister of Education

1. J. N. p. 194.
2. J. E. p. 367.

to be in charge of the several Colleges of the University. The supreme deliberative body of the University is the Senate. This is composed of the University President, the Directors, and one professor from each College.(1)

Let us now consider more in detail the four Imperial Universities. The first University came with the union in 1877 of the Kasei Gakko and the School of Medicine, thus making the Tokyo University. There were then four Colleges in the new institution, viz: Law, Science, Literature, and Medicine, all of which were, however, small and imperfectly developed.(2) About the year 1890, "Germanism" came into vogue in almost every field of learning and administration. The Tokyo University was accordingly remodelled after those in Germany and in that state it has remained and flourished up to the present time.(3)

The Tokyo Imperial University is attended by 5475 students, over whom are 338 Instructors, sixteen of these instructors being foreigners.(4) In 1910 there were 1280 graduates from the different Colleges.(4) There are six Colleges, viz: those of Law, Medicine, Engineering, Science, Agriculture, and Litera-

1. J. E. p. 365. The Gist of Japan, p. 93.
(Abbrev. G. J.)
2. M. E. J. p. 58. J. T. p. 64.
3. M. E. J. p. 58.
4. A. R. D. E. p. 164.

ture. There is also a department for post-graduate students , known as the University Hall.

The College of Law is divided into the four departments of Law, Politics, Political Economy, and Commerce. Four years are required for graduation in each. There are 51 Professors or Instructors in this College, with 2074 students and 373 graduates, thus making it by far the largest college of the University.(1)

The College of medicine has the two departments of medicine and pharmacy---four years being required for completion in the first, and three years in the second department. Counting both departments together, the number of students and pupils was 694, instructors 46, and graduates 221.(2) There is a fine hospital attached to the College, in which, during the past year, 250,000 persons were treated. In connection with the hospital are courses for the training of professional nurses.(3)

The College of Engineering is divided into ten sections or departments, viz: Civil Engineering, Mechanical Engineering, Architecture, Applied Chemistry, Naval Architecture, Technology of Arms, Electrical Engineering, Technology of Explosives, Metal-

1. A. R. D. E. pp. 154 and 164.
2. J. E. pp. 361-362. A. R. D. E. p. 164.
3. A. R. D. E. p. 171.

lurgy, and Mining. Three years study are required for the completion of the course in each department. There are 70 instructors in charge of 640 students and pupils. The graduates in 1910 numbered 204.(1)

There are three departments in the College of Literature, viz: Philosophy, History and Literature. The course in each is for three years. The latest statistics, viz:(those of 1910)from the Department of Education give the number of instructors in this College at 73, the number of students and pupils 423, and of graduates 111. Attached to the College of Literature is an "Institute for Historical Compilation." Its chief work is in compiling various historical materials, including Japanese History and old Japanese records.(2)

There are nine departments to the College of Science, viz: Mathematics, Astronomy, Theoretical Physics, Practical Physics, Chemistry, Zoology, Botany, Geology, and Mineralogy. More than three years are ~~required~~ required for the completion of each of these courses. The number of students in this College is comparatively small---only 160. The instructors number 46, and graduates 39.(3) Attached to the College are an Astronomical Observatory, a Seismological Observatory, Botanical Gar-

1. A. R. D. E. pp. 154-164.
2. J. E. p. 363. A. R. D. E. pp. 164-172.
3. A. R. D. E., pp. 154-156 and p. 164.

dens, a Marine Biological Station, an Anthropological Museum, a Zoological Museum, a Geological Museum, and a Mineralogical Museum.(1)

The College of Agriculture has the four Departments of Agriculture, Agricultural Chemistry, Forestry and Veterinary Medicine. The course is for over three years in each. This had, in 1910, 52 instructors, 312 students and pupils, and 176 graduates. Attached to the college are experimental farms, paddy fields, a veterinary hospital, six forests and one orchard. It is in these places that practical application is made by the students of the instruction received in the College. The Institute for the training of Agricultural School Teachers, with a course of two years, is also ^tattached to the College of Agriculture.(2).

The University Hall is strictly for post-graduate students. Minute research work is carried out for five years by the students of this department. A thesis has to be presented by the students on the subject of their research. At the end of the allotted time, if they pass the required examinations, and their thesis is accepted, they have conferred upon them, by the Min-

1. J. E. p. 363.

2. J. E. pp. 363-364?

A. R. D. E. pp. 164
and 177.

ister of Education, the degree of Hakushi(Doctor). During their period of research and study, materials and instruments are supplied free of charge to the students.(1)

The library of the University of Tokyo is the second largest in Japan, numbering 424,196 volumes. This is only 15,000 volumes less than the Imperial Library, which is the largest. The University Library was, in 1910, open to the public for 298 days; during that time over 32,000 persons visited the library and read its books.(2)

The Kyoto Imperial University numbers 183 instructors, 1323 students and pupils, with 377 graduates in 1910. There are four colleges, Law, Medicine, Science, and Engineering, as well as the post-graduate course of one year in the University Hall.(3)

The College of Law embraces the two departments of law and Politics, the course extending for over four years in each. The number of Instructors was 24, students and pupils 197, and graduates 105.(4)

Until quite recently the College of Medicine in the Imperial University of Kyoto consisted of two medical colleges, located in Kyoto and Fukuoka respectively. The Fukuoka Col-

1. J. E. p. 365. A. R. D. E. pp. 15, 154, 164.
2. A. R. D. E. p. 170.
3. A. R. D. E. p. 185.
4. A. R. D. E. pp. 178 and 185.

lege of Medicine has now been made a part of the Kyushu Imperial University,(1), thus leaving only one College of Medicine in the Imperial University of Kyoto. The latest figures give the number of Instructors in the Kyoto College of Medicine at 31, of students and pupils 321, and graduates 83.(2) Attached to the college is a hospital in which, during the past year, 157,353 patients were treated.(3)

In the College of Literature there are forty two instructors, 152 students and pupils, with 21 graduates in 1910. The College is divided into three departments, the course in each extending for three years or over.(4)

The College of Science and Engineering has eight departments, viz: Mathematics, Physics, Pure Chemistry, Chemical Technology, Civil Engineering, Mechanical Engineering, Electrical Engineering, Mining, and Metallurgy. Over three years are required for the completion of the course in each department. According to the most recent figures, there were in this College 56 instructors, 286 pupils and students, and 86 graduates.(5)

The Library attached to the Imperial University of Kyoto

1. J. Y. B. p. 189.
2. A. R. D. E. p. 185.
3. A. R. D. E. p. 191.
4. A. R. D. E. pp. 178-179-185.
5. A. R. D. E. pp. 178 and 185.

contains 224,346 volumes and was open three hundred days during the past year. The number of visitors who inspected the library and read the books was 13,401.(1)

Located in the Northern island of Hokkaido is the Tohoku Imperial University. This University was founded in 1907, and at present has only one College,- that of Agriculture. This College is divided into the four departments of Agriculture, Agricultural Chemistry, Forestry, and Loootechmy, three years being required for the completion of the course in each.(2)

There are eight farms and several forests attached to and owned by the Tohoku University---the total extent of the land amounting to 12,500,000 acres. Here the pupils of the department of Agriculture and Forestry receive their practical training.(3)

An excellent museum of plants, animals, and minerals of Hokkaido, and a Botanical garden are also attached to the University. The University Library contains 30,004 volumes.(4)

Besides the four regular departments of the college, "a practical course of agriculture, a course of civil engineering, a course of forestry, and a course of fishery are also provided."

1. A. R. D. E. p. 190.
2. A. R. D. E. p. 192.
3. Y. B. J. p. 189. A. R. D. E. p. 199.
4. A. R. D. E. p. 199.

There is attached to the University an excellent Marine Laboratory, and a training vessel, in which the students receive practical training in navigation, seamanship, and oceanography.(1) In 1911 there were in the Tokoku Imperial University, 73 instructors, 761 students and pupils, and 74 graduates.(2)

The Kyushu Imperial University has so recently been founded that no statistics are yet available for it. It is located at Fukuoka, Kyushu, and has the two Colleges of Medicine and Engineering. The Medical College was formerly the Fukuoka College of Medicine and belonged to the Kyoto Imperial University.(3)

No degree is conferred on the graduates of any of the Colleges of the four Imperial Universities. They receive, however, diplomas of graduation on the successful completion of their respective courses. In regard to the receiving of degrees, the Minister of Education in "The Thirty-Seventh Annual Report," says:- "The graduates of Colleges, or persons possessed of attainments equal to those of the graduates, may have a degree conferred upon them after entering the University Hall for

1. A. R. D. E. pp. 192, and 199-202.
2. A. R. D. E. p. 197.
3. J. Y. B. p. 189. J. N. p. 189.

the more exact study of the branches of science and art, and passing the required examinations."(1) The degree received is "Hakushi" or "Doctor". For example, one who has done post-graduate work in Medicine and received a degree is entitled Igaku Hakushi or Doctor of Medicine(M. D.); one who has done post-graduate work in science and received a degree is entitled Rigaku Hakushi or Doctor of Science(Sc. D.); one who has received degree by post-graduate work in Law is entitled to Hōgaku Hakushi or Doctor of Laws(L. L. D.); etc.(2)

Professors and Assistant Professors in the Imperial Universities are appointed by the Emperor, on the recommendation of the Cabinet or the Minister of Education. The President of the University may appoint lecturers, and make all arrangements for the employment of foreign professors, the consent of the Diet first having been gained.(3) The Presidents of the Imperial Universities receive salaries ranging from 4000 yen to 4500 yen(\$2000.00 to \$2250.00); and University Professors from 800 to 2000 yen(\$400.00 to \$1000.00). In addition to his salary the University Professor receives from 400 to 1200 yen(\$200.00 to \$600.00)attached to a chair.(4)

1. A. R. D. E. p. 154.
2. A. R. D. E. p. 16.
3. J. E. p. 366.
4. J. E. p. 95.

There are certain schools which do not come under the heading of the different institutions mentioned, but which are classed by the Department of Education as Special and Miscellaneous schools. These are very numerous and form a very important part of the educational system of Japan. Since space forbids our giving a very extended account, we shall pass over them as rapidly as possible.

The five special schools of Medicine which are under the Department of Education are located respectively at Chiba, Sendai, Okayama, Kanazawa, and Nagasaki. Each school has the two sections of medicine and pharmacy, four years being requisite for the completion of the first course, and three for the last. Five hundred and eleven men graduated from them in 1910. The 2668 students in these schools had over them 109 instructors. In the hospitals and different wards of these schools nearly 150,000 patients were treated. Of the 3200 applicants for admission only 20 per cent were received.(1)

The Tokyo School of Foreign Languages graduated last year nearly two hundred students. There are eight courses, requiring three years of study each for graduation, viz: English, French, German, Russian, Italian, Spanish, Chinese, and Korean. The

instructors number 57 and pupils 686. Only 36 per cent of those applying for admission were admitted.(1) This school is also under the direct control of the Department of Education.

The Tokyo Fine Arts School is a flourishing school for the training of experts in art and teachers of art. The educational report for 1910 gives the number of instructors as 53, pupils 520, and graduates 97. There are courses in Japanese painting, European painting, sculpture, designing, engraving on metals, metal castings, and lacquer work; five years being required for completion of each. There is also a post-graduate course of three years.(2)

As a rule the Japanese are not very musical, but for all those who have any inclination in this line, there is a fine course open in the Tokyo Academy of Music. The curriculum is divided into a regular course, normal course, preparatory, post-graduate, elective, and listeners' courses. The 44 ~~xxx~~ instructors in the school are giving instruction to 551 pupils. Eighty five graduates finished the courses in 1910. In addition to the grand final concert at Commencement, recitals and concerts are given at different times throughout the year.(3)

1. A. R. D. E. pp. 209-211.
2. A. R. D. E. pp. 213-217.
3. A. R. D. E. p. 217.

In regard to the education of the Blind and Dumb, there are, for this class, thirty nine private institutions, two public, and one governmental. The governmentetal institution is the Tokyo Blind and Dumb school, numbering 344 pupils, with 17 instructors and 45 graduates. The course is divided into an Ordinary and an Industrial course. In the former course, instruction is given in reading, writing, composition, arithmetic, written conversation, and gymnastics, five years being required for graduation. In the latter course pupils are taught drawing, carving, joinery, and sewing, three years being required for completion.(1)

In the public and private schools for the dumb and blind, the instruction given is similar to that given in the governmental institution. The two public schools are located in the cities of Kyoto and Osaka. The 39 private institutions are scattered all thruout the country and give instruction to over sixteen hundred of these poor unfortunates.(2)

Since education is a matter of state, the state exercises control over all schools, whether they be governmental, public, or private.(3) But there are certain schools outside of the regular educational system, which have been established

1. A. R. D. E. pp. 88-91.
2. A. R. D. E. pp. 91-92.
3. J. E. p. 375.

by the other different departments of the Imperial Government. To this class belong the schools of all grades for the education of the sons and daughters of the nobility. The Peers School was founded in 1877. Course are provided for both boys and girls. It is maintained by the Imperial Household Department.(1) Under the Department of the Navy there are Naval Academies, Naval Colleges, and a Naval Engineering School. The main Naval Academy, the Annapolis of Japan, located at Etajima, is attended by 1000 students, and here the officers for the Navy are trained.(2) There is also a Navigation School located near the mouth of the Sumida River, Tokyo. The two courses of Navigation and Mechanical Engineering are offered to the students, who number nearly six hundred.(3) The Department of Communications has charge of the College of Navigation, as well as of a Post and Telegraph School. This College of Navigation is fed by dozens of lower marine and navigation schools.(4) Under the Department of the Interior there are the School of Police and Prison Management, and the School of Japanese Literature.(5) There are a number of

1. M. E. J. p. 59. E. S. J. p. 97. J. Y. B. p. 196.
2. E. S. J. p. 97.
3. J. Y. B. pp. 189-190.
4. E. S. J. pp. 91-92.
5. E. S. J. p. 98.

schools under the control of the Department of War. There are district Junior Military Academies, having a three years course; then a Central Junior Military Academy at Tokyo, having a two years course. These two correspond in grade to the Middle Schools. Besides these there are Higher Military Academies, Artillery Schools and Schools for Military Officers. At the apex of the whole system of military education is the military University of Tokyo, or as we may well designate it, the West Point of Japan.(1)

Quite a unique school is the Tokyo Fishery Institute. Here one may receive very thorough and high training in the gentle art of angling. Candidates for admission must possess scholarship equal to middle school graduates. There are three main courses, viz: Fishery, Marine Industry, and Pisciculture, three years being required for completion of each. There is also a post-graduate course of three years. The school accommodations are limited to 195 students. "The institution possesses a manufacturing laboratory, piscicultural laboratory, and a schooner of four hundred tons displacement for giving practical instruction in pelagic and ordinary fishery,"(2)

There are certain schools classed as Special Schools which are under public and private supervision. The fifty-two schools

1. E. S. J. pp. 97-98.
2. J. Y. B. pp. 192-193.

which come under this classification give courses in medicine, pharmacy, politics, law, political economy, literature, and religion. Under this classification come the large private Universities and Colleges, some of which we will notice more carefully further on. The total number of instructors in these schools was 1497, the number of students 22,520, and the graduates 3,364.(1)

All schools giving instruction similar to that given in elementary, middle, high schools for girls, technical, and special schools are classified by the Department of Education as Miscellaneous Schools. Under this heading we find 2248 schools, 7854 Instructors, 149,339 pupils, and 42,052 graduates.(2) The work done by these schools is excellent, and the good accomplished for the cause of education is incalculable. The Christian Mission Schools for girls and boys come under this heading.

Although the greater part of the vast progress of Japanese education may be attributed to the efforts of the central and local governments, yet the private schools have been and still are important factors.(3) Among the private schools those which are controlled or influenced by the Christians take a leading place. There are certain academical schools for both sexes instituted and kept up by the Missions. In order to build up a

1. A. R. D. E. pp. 222-223.
2. A. R. D. E. p. 275.
3. M. E. J. p. 60.

strong body of Christian laymen and pastors it was found necessary to have these Christian schools. These schools form a complete set, ranging from kindergartens to those of University grade.(1)

In 1911 there were 71 Christian Schools for young women, educating about 7000 girls.(2) "More than half the mission schools in Japan are boarding schools for girls"(3) Most of them are of similar grade to the Girls' Higher Schools. The courses given in these mission schools are practically the same as the courses in the Governmental and public girls' schools, with however the addition, to the former, of the Bible, the English language, and English literature.(4) The Girls' schools conducted by the Missions are better patronized than the boys' schools, due to the fact that the Japanese government does not provide so liberally for the higher education of women as it does for men.(5) The influence of mission schools on female education has not been accorded by the Department of Education the recognition which is its due. It is a well known fact that "in 1893-4, when the educational authorities were as yet so little awake to the importance of female education, that

1. H. M. J. p. 269.
2. Christian Education, pp. 97-98. (Abbr. C. E.)
3. G. J. p. 255.
4. E. S. J. p. 76.
5. G. J. p. 256.

there were less than a dozen higher girls' schools maintained by public funds in the whole Empire, there were already not less than 52 Protestant girls' schools, with nearly 3000 pupils. All of these were doing good educational work, and in some of them a very superior training was given.["](1)

In the mission schools for boys over 6500 pupils were in attendance in the 34 schools. Twenty three of these schools are either theological schools or institutions having theological departments. The courses in the mission schools for boys correspond quite closely to the courses of the governmental and public elementary and middle schools, with the addition in the former, however, of Bible study.(2) We will consider the Christian theological schools a little later.

Let us now take a brief view of some of the most important private universities and colleges. Their influence on the Japanese people and on their educational system has not been a slight one.

One of the best known and largest of the private universities is the Waseda University. Thniking that in order to cultivate the spirit of independence and self-government there must first be the independence of learning, Count Okuma founded in 1882 this

1. E. S. J. pp. 74-75.
2. C. E. pp. 63 and 80.

University. There are in the Waseda University the Colleges of Law, Politics, Literature, Commerce, Science, and Engineering. The figures for 1906, which are the latest available for this institution, place the number of students at over 8000. Of these 600 were Chinese.(1) The standard of instruction is of a grade equal to that given in the Imperial Universities.

Another famous private university is the Keio University. This institution was founded in 1857 by Mr. Fukagawa, "the great commoner" of Japan and has in recent years grown to great size and importance. The University has the Colleges of Law, Politics, Economics, and Literature.(2) Other important institutions are: the Doshisha University, founded in 1875 by Mr. J. Mijima, and now giving instruction to over one thousand students; the Hosei University founded in 1879 by Mr. Masukumi Satsu, and now attended by over two thousand students; the Meiji University, founded in 1880 by Messrs Kishimoto and Mujaji, and attended at present by 3500 students; the Chuo University, founded by Prof. N. Hodzumi, having now over 2000 students; and the Nihon University, established by Count A. Yamada in 1892, and numbering now over 2000 students. The courses given in these Universities are the very best, and the standard of instruction is of the highest order.(3)

1. M.E.J.-p. 114.
2. Handbook of Modern Japan--p. 215-(Abr.H.M.J.)
J. T. pp.77-78; M.E.J.p. 60.
3. M. E. J. p. 60.

There is a woman's university in Tokyo, known as the Japanese Woman's University, which offers the highest education for girls and women. About the year 1891, a famous Japanese educator, Dr. Karuse, went to America, where he spent three years in studying and inspecting the female institutions of learning. In 1900 he founded the Japanese Woman's University. There are four main courses, requiring three years for completion of each, viz: English, Domestic, Science, Literature, and Education. Candidates for admission must be graduates of Girl's High Schools, or they must have attainments equal to those of such graduates. Besides the main courses there is a preparatory course of one to two years, and a post-graduate course of three years. Attached to the University are a kindergarden, an Elementary school, and a Girls High School, thus enabling the students in the department of education to receive practical training in teaching. Under the heading of one of the four main departments special training is given in music, the culinary arts, physical culture, and the fine arts. As may be seen from the above account, the Woman's University is of a lower grade than the Universities for men, and the instruction is conducted along quite different channels. The aim of higher, as well as lower, education for women, is to so prepare them as to enable them to become "good wives and wise mothers."

Great attention is therefore placed on sewing, domestic economy, cooking, physical culture and etiquette. "The boarding department includes seven "Houses", each with a matron and a head cook. The girls live just at home, and take turns at cooking." According to the latest figures there are 46 instructors and 527 girls in the four main courses. The total number of girls in all of the different departments is over 1000.(x)

Quite a unique institution is the Woman's English Institute established by Miss Ume Tsuda(1), in the same year as the founding of the Woman's University. Candidates for admission must be graduates of girls' high schools or have attainments equal to these. In the main course of three years specialization is made in the English language and Literature. There are also preparatory and house-keeping courses of one year each. The school is attended by nearly 200 girls.(2)

The general tendency of the education afforded by the government is antagonistic to Christianity. Especially is this so with higher education in Japan. Rev. Dr. R..B. Peery, who has made a close study of education in Japan, makes the following statement in regard to this phase of the subject: "The educators of Japan are training a nation of atheists and agnostics. The scientific schools

x. J. Y. B. p. 200; H. M. J. --pp.364-365.

~~in~~ M. E. J. p. 62.

1. Miss Tusda is the best known woman educator of Japan. She came over to the United states at a very early age, and was educated in Washington, D. C. (See next page--Bottom).

of the West that have no room for religion are studied and earnestly copied by educated Japan."(1) This being the case it is manifestly necessary that schools conducted under Christian influence should be established. Most important of all is to have Christian theological schools which give a thorough and high training to the future pastors and evangelists of Japan. There are already 23 such schools in existence and doing good work.(2) There are also institutions of College grade, conducted by Christians and doing fine work. Among others may be mentioned the Aoyama Gakuin and the Kyoto Christian College.(3)

The greatest need of all is for a Christian University to crown the Japanese Christian school system, just as the Imperial Universities crown the school system conducted by the central and local governments of Japan. Plans have already been completed for the establishment of such an institution. The leading Mission boards in Japan have endorsed the plans, and are joining to make it feasible. A special conference was held with Dr. John R. Mott by the promoters of the plan, resulting in securing the hearty endorsement and aid of the distinguished man. Some months ago, the writer

- 1.(p.69) After taking some special courses she returned to Japan and taught for many years in the Peeresses School. In 1900 she resigned her position and founded a college of her own. She attended Bryn Mauer in America.
- 2.(p.69) J.Y.B.p. 200.
 1. G. J. p. 277.
 2. C. E. p. 63.
 3. J. T. pp. 77-78.

of this paper read in a newspaper that Dr. Mott had completed the task of raising in the United States the endowment fund of \$1,000,000. This being the case, the work of construction will no doubt soon commence. The University is to be known as the Central Christian University, and is to be of the same grade as the Imperial Universities. It is to be located in Tokyo, and is to have Colleges of Literature, Theology, Law, Medicine, Science, Technology, and Agriculture. "The University shall be distinctly Christian in spirit and administration, standing firmly upon the basis of the commonly accepted faith of evangelical Christendom." The University shall be Incorporated as a legal body, according to the laws of Japan, and shall have a Board of Trustees in charge. "The Board of Trustees shall be inter-denominational. One half of its members shall be Japanese Christians, and the other half shall be American and English Christians permanently residing in Japan."(1) With the establishment of this University, Christian Education in Japan will be given a new impetus. The Christian graduates of Mission higher schools will be enabled to step into a University which will not only give them the highest education available, but will also strengthen and deepen the faith.

1. The Movement for a Central Christian University, ---pp. 77-78. (Abbr.M.C.C.U).

For many years it has been the custom of the Department of Education to send the brightest students abroad for study. The Minister of Education appoints these students after submitting them to certain tests and on their return they are required to take up the work assigned to them by him. England, Germany, France, and the United States are the countries to which most of them are sent, though quite a few go also to Italy, Holland, Austria-Hungary, Switzerland, and other countries. According to the most recent figures, there are 124 students studying abroad who have been sent by the Department of Education. There are, of course, a considerable number who study abroad, but pay their own expenses.(1)

Libraries are quite an important factor in the social and general education of the public. Until quite recently not much interest was shown by the Japanese people along this line. During the last five years, however, the number of public and private libraries nearly trebled. There are now 281 libraries in Japan. The largest one, viz: The Imperial Library, is under the direct control of the Department of Education and numbers 513,251 volumes. It is open over 330 days in the year and has an average number of about 700 visitors per day.(2) The libraries under

1. A. R. D. E. p. 17. J.Y.B.p. 205.
2. A. R. D. E. p. 278.

public and private control have a total number of 1,992,890 volumes, and are visited in the course of a year by over 1,800,000 people.(1)

Another important factor in the social education is the newspaper, and also the periodicals, of Japan. In 1909 there were over 400 dailies, with a circulation of 300,000. There are also over 1000 periodicals covering every field of human activity and learning.(2) The newspapers, besides giving the daily telegraphic news of the world, are founded on broad-minded justice and preach the gospel of liberty. The Osaka Asahi Shimbun, with a circulation of over 150,000 per day, is the largest newspaper. Other important ones are the Jiji Shimpō, Kokumin Shimbun, Osaka Mainichi Shimbun, and the Mainichi Dempo.(3)

Let us consider briefly the hygienic and physical inspection of schools. The Department of Education has issued certain regulations for the cleaning of school buildings and grounds, for disinfection and other preventitive measures for the prevention of the spread of disease, and for the physical examination of school children. Physicians inspect the grounds and buildings of the schools and see to it that these regulations are enforced, receiv-

1. A. R. D. E. pp. 280-281.
2. M. E. J. p. 63.
3. Encyclopedoa Britannica--Vol. XV-pp.171-172-
Eleventh Edition.

ing for their services a fee averaging 30 Yen(\$15.00)per year each. Some schools are inspected only once during the year, others as often as fifty times. The physicians examine the students and pupils in nearly all elementary, middle, normal, and high schools. In cases of illness, the physicians visit the children in their homes and treat their diseases.(1)

All texts books used in the elementary schools are copyrighted by the Department of Education, while those used in the other schools are subject to an examination by a committee appointed from the Department.(2) There is also a special committee known as the "School Books and Charts Committee." This Committee is under the supervision of the Minister of Education, and investigates and discusses school books in elementary schools, bearing on morality, history, and the Japanese language.(3)

Another Committee under the supervision of the Minister of Education is the Committee which conducts the examinations for medical practitioners and pharmacutists. The examinations, which are held twice a year, are very rigid, only twelve per cent of the applicants passing as medical practitioners and thirteen per cent as pharmacutists.(4)

1. A. R. D. E. pp. 320-324 and 338.
2. J. E. pp. 328-330.
3. A. R. D. E. p. 316.
4. A. R. D. E. pp. 296-297.

The Imperial Academy is an institution, under the supervision of the Minister of Education, whose object is the promotion of science and art so as to help the cause of education in general. There are 59 members. The reports and scientific investigations made are printed and distributed throughout the country.(1)

Other important institutions and committees under the supervision of the Minister of Education are as follows:- the Central Meteorological Observatory, which makes researches in the meteorology for Japan; ~~the~~ Special Observatory for the measurement of Latitude; the Earthquake Investigation Committee, whose chief work is the investigation of the best means for guarding against the effects of earthquakes; the Geodetic Committee; the Committee for the Compilation of Catalogues of Scientific Literature; the Fine Arts Examination Committee; the Japanese language Investigation Committee, whose essential business is to make investigations in regard to the vocabulary, pronunciation, use of technical terms, etc.(2)

A great deal of good for the cause of education in general has been done through the efforts of the educational societies which exist in almost every locality throughout Japan.

1. A. R. D. E. pp. 299.
2. A. R. D. E. pp. 301-314.

"Their principal undertakings consisted of educational inquiries, replies to inquiries on educational matters, the observation of the progress of education, the collection of statistics on educational affairs, the editing of magazines and pamphlets, the compilation of books and the training of teachers, together with the holding of lecture meetings for the purpose of investigation or criticisms, educational exhibitions, magic-lantern exhibitions for educational purposes, etc., etc."(1)

The total value of public school property has been estimated by the Department of Education at ¥184,319,665(\$92,164,832.50). This includes school grounds, landed property, buildings, books, apparatus, etc. The expenditure for these schools for the year 1909 was ¥76,650,922(\$38,325,461), three-fourths of this amount being spent on elementary schools.(2)

Besides the instruction given in gymnastics and military drill, fencing, jui jitsu, archery, and swimming are very widely indulged in. "Though taken up somewhat late in the day in Japan, modern athletics and games are being propogated with energy and success." Baseball, football, tennis, and rowing are very popular, a great deal of rivalry between the teams of the different institutions being now quite manifest.(3)

1. A. R. D. E. p. 318.

2. A. R. D. E. pp. 358 and 364.

3. J. E. p. 335-336. J. T. pp. 84-85.

In the matter of education, Japan is the leading nation of the East. Students from all parts of the Orient come to the country to attend her schools. The greater majority of the students come from China, having been officially sent over by that government to study in the schools of the Sun-rise nation. In 1911 nearly four thousand Chinese students, young men who will in the future mould the thought and destinies of the Chinese, were pursuing subjects in the different institutions of learning in Japan.(1)

A paper of this character would not be complete unless some notice were made of the defects of the Japanese educational system. Every system wrought out by human ingenuity and intellect, be it whatever it may, has its defects and deficiencies. To this rule the Japanese educational system, great and marvelous in its workings as it is, is no exception.

One chief defect is the vague instruction given in ethics.(2) Although the Government lays a good deal of importance on the teaching of morality and ethics in the primary and secondary schools, the instruction given has not been found to prove satisfactory in its workings. I have already mentioned the immorality and dishonesty of the average Japanese student. Again, the ethi-

1. J. Y. B. p. 205.
2. H. M. J. p. 220.

cal ideals of the Japanese are shifting. Mr. Reinsch, in his excellent article on the Intellectual Life in Japan, has thus summed this up. " In the matter of ethical ideals and common morality, Japan is passing through a critical era. The code of Bushidō, which produced the moral excellences of the feudal ages, deals in the main only with the reciprocal duties of feudal vassal and superior. It has no teachings for the relations of man to man in a more democratic state of society, especially in a society of competition where men meet face to face in the strenuous and grim struggle for a livelihood. Despite itself, Japanese society is becoming individualistic. The harsh compulsion of the competitive system, ambitious striving after success, or mere grasping for the necessities of life, has brought into play motives which were dormant in the older era of group association. The word "success" is used as frequently in Japan as in the rest of the world and seems to exercise the same kind of charm."(1)

Another defect of the Japanese system of education is the use of a double system of arithmetic and the dependence on the Chinese ideographs. From the very first the Japanese student must learn to work his arithmetical problems by both the Oriental and Occidental methods of calculation. This makes the learning of arithmetic exceedingly difficult for the young pupil. Of far

greater difficulty, however, to the student is the learning of Chinese ideographs. This subject has already been discussed under middle schools, so it will be needless to repeat. So great are the difficulties besetting the students in their attempts to learn these innumerable ideographs, that many scholars and leading educators heartily favor the general adoption of the Roman letters.(1)

A ~~third~~^Y bad feature of Japanese education is the encouragement given to "cramming." This is especially prevalent in Japanese higher education. "Cramming of minds means cramping of character." There are so many competitive examinations that have to be taken by the Japanese students, that the one who can cram the most and thereby pass them, is regarded by all as the most successful. This system of "cramming" is one of the worst features of Japanese higher education.(2)

There is a fourth bad feature of Education in Japan, and this, like the preceding one, is connected with higher education. Most of the higher institutions of learning are attended, not for intellectual and cultural but for utilitarian purposes. Learning is not sought by the majority of the students because of its intrinsic worth, but in order that some high position in official, professional, or business life may thereby be attained. Dr. Nitobe, one of the foremost educators of Japan, has pronounced

1. M. E. J. p. 64.

2. J. N. p. 197.

"this the most lamentable feature" of the present system of Japanese education.(1)

The fifth and last defect of the Japanese educational system is that there are not enough schools to fill the demands of the number of applicants. This is not the case with elementary education, for the local and central governments have this part of the system well in hand. From middle schools and girls' high schools on upward to the Universities, the supply of school accommodation is not equal to the demand. Looking at it from another viewpoint, it is quite encouraging that so many desire a higher education. The government is making strenuous efforts to meet this demand, but since her financial means are not unlimited, she cannot do this immediately.(2) The number of schools have been greatly increased, but even yet they are not sufficient to fill the demand. A few figures will perhaps make this clearer. The percentage of those who applied for admission and were admitted to middle schools was, according to the latest statistics, fifty-three(3) to girls' high schools fifty-eight(4), while in one Girls' Higher Normal school it was as low as seventeen.(5)

In the last seventeen years, education has been advancing in

1. J. N. p. 198.
2. J. E. p. 113.
3. A. R. D. E. p. 136.
4. A. R. D. E. p. 145.
5. A. R. D. E. p. 112.

a marvelous manner. This fact may be readily seen in regard to elementary education from the following figures in regard to school attendance: In 1893 there were 3,337,560 children in elementary schools, the per-centage of school attendance being 59; in 1900 there were 4,683,598 children attending elementary schools, 82 being the percentage of school attendance; in 1910 there were 6,473,592 children in elementary schools with a per-centage of school attendance of 98.10.(1)

Let us now consider, in conclusion, the aim of Japanese education. Mr. Lafcadio Hearn, in his excellent book, Japan, points out that the aim of Japanese education has been on the opposite plan from that of Western education. The aim of the latter is to train the individual for "independent action", the aim of the former is to train him for "cooperative action." "To fit him to occupy an exact place in the mechanism of a rigid society, is what education does for the Japanese student.(2)

Mr. Reinsch has said that "Japanese society is becoming individualistic" and this may also be said of Japanese education. In many schools, especially in private ones, there is the tendency to develop the individual for "independent action", and this tendency is slowly but surely increasing in governmental schools.

1. J. E. pp. 112-113. A.R.D.E. pp. 63 and 82.
2. Japan---p. 460.

Looking at the question from a broader viewpoint---what is the aim, the master purpose, of education in Japan? Dr. Nitobe has expressed his view of the question when he remarked that in the future Japan, through her education, should show forth the "intellectual welding" of the East and the West.(1) Count Okuma expressed a similar view in slightly different phraseology when he said that its aim was to fuse the civilization of the Occident and of the Orient "into one harmonious manifestation."(2) A still better answer to this question has been made by Mr. Watson in his admirable book the "Future of Japan." "This purpose," said he, "is to preserve what is best in the historical character of the nation, and at the same time to instill the accumulated knowledge and inculcate the fundamental principles of the adoptive civilization of Europe."(3) That Japan, by means of her educational system, may be enabled to carry out successfully this great aim, is the earnest desire of all of her friends across the Pacific.

1. J. N. p. 203.
2. M. E. J. p. 64.
3. The Future of Japan, p. 142.