The Development of Education in Japan

by Alfred B. Cope

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by

Alfred B. Coppe

Fellow in Education

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Chapter I
History of the Early Development of Education.
Investigation of the state and progress of education in Japan before the advent of Commodore Perry is a dry and almost fruitless work. Very few sources can be found that will venture a statement on such a dark subject and these are mostly uncertain of the truth of what they say.

To say that religion and progress toward civilization have always gone hand in hand is a statement to which I can find no exception and it is just as true of Japan as of any other nation. Four religions, two of which are great ones, have in five different periods left their indelible impress on Japanese character and impelled the
nation to greater heights of usefulness. Shintoism was the first of these. The Japanese are not the aborigines in their archipelago and the question as to whether this form of worship which many refuse to call a religion is native or was imported from China or not is debatable. Although we do not know its origin we do know that it was not the earliest form of worship known to the islands. In primitive times the natives used fetishism and a form of tree and serpent worship. But these left nothing that was of value in the life of the nation. Shintoism was a kind of sun worship. The Japanese thought and thought yet that their...
Emperor is descended from the sun and as he is worshipped. The result of this was to develop a fanatical patriotism that bound every subject to the Emperor. So that no matter what external force or internal dissention have arisen, this force has always held the empire together. Men fought for the empire although they were fighting against each other. But Shintoism taught in addition to mikado-worship, ancestor worship, hero-worship, and a parental obedience that was almost worship. Thus the children were taught obedience to authority from their earliest childhood. We know nothing of the length of time this patriotic
religion was in force but we know that it gradually lost its prestige during the 6th-7th and 8th centuries. Shintoism had no moral code but it stood for purity, cleanliness and at least in addition to blind devotion to country.

Suppose that Shintoism was native to Japan. In that case Buddhism was not the first literature, foreign civilizing influence that came to Japan. In the third century and also through the two centuries following before Buddhism entered Japan a considerable knowledge of Chinese letters and literature and ethical doctrine had drifted into Japan through Korea and
was found at the Japanese Imperial Court. The Nihongi, a historical work of 720 A.D., tells us that in 476 a Corean tutor was appointed for the imperial prince and that in 478 Coreans were appointed to write the early history of Japan and to keep its records.

Whatever foreign influence came into Japan previous to the time of the Portuguese, Spanish influence and Dutch in the East, whether Corea of religion, art or science came from Corea. Situated almost within cannon shot of Japan she was in one sense the teacher of Japan and in another the middle man between Japan and China. But Japan was
always ready and willing pupil provided that whatever was introduced did not conflict with her different forms of worship. This willingness to adopt new ideas is the great difference between the Chinese and Japanese mind. The Chinaman will pull himself within his shell as a turtle upon the approach of foreign ideas and declare that any change from the way of Confucius is sacrilegious but the Japanese is very imitative. He is anxious to find out new things and usually will improve on them. The Japanese have often been known to take a foreign invention, improve it and place it on the
market a great deal cheaper than the original inventor could.

In the 7th Century B.C., the Hindoos had invented grammar, influence of geometry, arithmetic, decimals, Hinduism, and had developed astronomy, medicine, mental philosophy, and logic before the Greeks knew them. They had systems of philosophy similar to those of our modern Schopenhaur and Hartmann. The Buddhist doctrines travelled north to China and in the 6th century entered Japan with portions of the Hindoo civilization. They spread these doctrines and studies abroad through their temples and monasteries.
Buddhist civilization did not enter Japan at a juncture but it came very gradually. The exact date given is 552 A.D. Small numbers of priests came over instructing in the arts and sciences and letters of China and bringing artificers. Priests also went from Japan to China to study and they returned disassembling the new doctrine and civilization. Buddhism became the religion of the imperial court and was proclaimed as the established religion by Court edict in 621 A.D. Buddhism was introduced directly from Korea and indirectly from China through Korean missionaries. It was the most powerful in.
Japan that Japan ever received from China. At the same time that the Buddhist ideals and Confucian Chinese Confucianism entered. This element is found in the ethics that were taught at this time.

According to Japanese mythology, Japan and Korea had been more or less related since the centuries before Christ. But we know for a certainty that by the second century, Korea had exacted tribute from Japan. In 249 A.D., a Japanese general was sent to Korea to assist one faction of the state against another. In 285 A.D. Wanig, a Korean scholar was imported to instruct the heir apparent of

Buddhism was not accepted by the people at large as readily as by the court and the nobility. They refused to reject their Shintoism till Buddhist priests began to teach that the Shinto gods were incarnations of Buddha. Then Shintoism was absorbed into Buddhism. From now on the Japanese people worshipped according to the forms of a religion that

*The Mikado's Empire*—2 vols. Griffith
had a moral code and had already conquered the greater part of Asia. They were henceforth to be guided in their thought by a religion and a philosophy and in their action by a legal and a moral code. The date 552 marks the end of mythology and legend and the beginning of authentic history. Buddhism brought the art of writing calendars, keeping of time that were necessary to the keeping of records.

Griffis says of the Buddhist missionaries that they were harbingers of civilization, and that they not only brought a better religion and education into Japan, but that they were the promoters of a material improvement.
in building of bridges, roads and ferries and digging of wells and that Japan is indebted to them for the opening of commerce with China. In the dark middle ages when civil war ruled they were the only scholars, clerks, diplomats, peacemakers and mediators, "sages," says Cary. Many the monks were the sole possessors of scholarship and the most civilizing agency in the community. The sciences of astronomy and mathematics and the arts of painting and sculpturing were cultivated in the Buddhist monasteries. Education among the laymen at this time was an accomplishment for the nobles and feudal lords. They were II Japan - Cary.
the only class that was admitted to the higher courts of learning. The boys of all classes were taught reading and writing at the monasteries. In the first part of the seventh century a whole school of artists was imported from China for the purpose of decorating the temples. It seems a safe conclusion that many of the boys of all classes were taught the decorative art and but this will be considered in a later chapter on art. But Japanese art and religion have developed together. The first school of Japanese art was a Buddhist school. Feudalism was established in Japan in about the eighth century and made the classes very distinct. The daimio or feudal lords be-
came the provincial governors and influence of Feudalism. They held retainers to fight for them as the Kings of England did in the middle ages. The rest of the people became the agricultural class because they were not fit for the army. The Daimios and their retainers who became the Samurai were the builders of Japan. They had a monopoly on the arms and intellect of their country. They have wielded the sword and the pen.

The temple schools were widely distributed throughout the country. They were not only for the Temple enlightenment of converts but in more than 1000 temples in Japan were schools for children of the middle classes where read
ing writing and number work were taught.

The ancient schoolhouse consisted of one long room with a thatched roof, black plastered walls, wide doorways, covered with paper lattice work in sliding grooves for moving to allow the light to enter bare floors, straw mats, and individual tables one by two feet and eight inches high. Most of these buildings were in connection with the temples as far as we can ascertain although there may have been some of them separated.

The ancient teacher was always a man and one who wore a sparse beard and shaved head.
with the exception of a small tuft of hair in the center on top. He sat behind a table on a cushion. On his table is an ink stand, some paper, and a bamboo pencil and also a fine pointed brush. In the school one finds a half dozen boys with the same head dress and long flowing garments and sleeves. Each sitting on a floor mat behind a table. Each has a brush and is making characters under the direction of the teacher. Learning was the great qualification of the ancient teacher. He was a deep well of knowledge but not an artisan.
well. He had no skill in imparting knowledge whatever. His duty was to stuff and cram. It was his object to teach the child information without developing his mental powers, his ability to think, for enlightened people would be hard to govern as he worked to stifle individual ability. All that the child was given was the privilege of knowing the Chinese classics in order to be able to read Japanese history and the government edicts and arithmetic through the four fundamental principles which would enable the child to perform simple computations. A man...
would be jailed for independent thoughts or original investigations. A Chinese classic was studied three times by the early teachers. The first time through the pupil learned the character by heart. The second time he was taught the meaning of each. The third time through the teacher carefully explained the meaning of the text. This was oral teaching and pure memory work. The pupil's life was all imitation. The Japanese early became interested in mathematics which was brought to Japan by the Buddhists. In the 17th cen. mathematics they were working on the value of π (pi) which during the next
half century was solved to the 39th decimal place. The Imperial Kyo-Robo
university contains over two thousand volumes on this subject many of which were
written in the sixteenth century.

Kobo was an important character in early Japanese education. He lived from 774-835. He
was a Buddhist priest and school master. He was acquainted with
the Pali Sanskrit and Chinese languages and was the inventor
of the Japanese alphabet.

Michazane followed Kobo in Kyo-ko and the same kind of work. Monastic samurai
schools became prominent from 1323 on. In these schools the
priests were educated and the higher learning of the Buddhists
was fostered.

During the middle ages Kíoto was the capital and it became an important educational center. Court life with its refined manners, Kíoto grace and etiquette is partly the cause of this supremacy. Many noblemen sent their sons to Kíoto to be trained in war and court manners as well as to learn to read and write from the priests. The capital was the dwelling place of a large number of poets, novelists, historians and other writers who built up quite a large amount of classic literature comprising works of history, travel, drama, fiction, philosophy and poetry. They had special rooms in every castle which gave a beat.
A full view of the surrounding country for the purpose of inspiring the writers.

Yedo, which was the next great capital and which is now called Tokyo. This city in these medieval Yedo times had a university which was a school particularly for the nobility but admitted many boys of the middle class whose studies were different from those of the nobles. The nobles studied the Chinese classics while the others strove to be able to teach language, practice medicine, or become engineers.

Chamberlain in his "Things Japanese" sums up the value of Buddhism with these words: "All education was for centuries..."
in Buddhist hands. Buddhism introduced art and medicine, molded the folklore of the country, created its dramatic poetry, deeply influenced politics and in every sphere of social and intellectual activity. In a word Buddhism was the teacher under whose instruction Japan grew up.

Buddhism seized its opportunity to educate Japan in two ways. First by teaching. The rulers neglected all teaching and the priests carried the burden especially while the leaders of the nation were at war against each other, which was a large part of the time. Second, it created a literature distinctly Japanese and which is still
prized, loved, and studied by the nation.

The next wave of foreign influence that struck Japan was Roman Catholicism. Marco Polo was the first European to hear of Japan. While he was at the court of the great Kaban in China from 1275-1292, the great Mogul sent two expeditions to Japan, both of which were defeated. But Marco Polo’s knowledge of the Japanese archipelago was very mythical. In 1498 the Portuguese reached India and in 1539 one of their traders, Mendez Pinto, reached Japan. Pinto was also a missionary. When he left the islands he took a native named Anjiryo with him who earnestly pleaded...
to be allowed to go. Anjirō was landed at Goa. He was immediately converted and persuaded Xavier a Franciscan to accompany him back to his native land to convert his people in 1542. Xavier labored there for two or three years with little success and left discouraged for China. In the meantime an embassy of four had been sent to the people to ask for help. As a result of this call 17 Jesuits came to Japan. Jesuits and Christianity grew rapidly. But before it could get much of a hold on the people it was forced to liken the old testament heroes to the heroes of Japan. Through this embassy and the
constant trading relations civilization was slowly shifting in. For example fire arms were introduced and the Japanese were soon making their own arms and ammunition. In 1607 an English ship was wrecked off the coast of Japan and one sailor, Will Adams got ashore. He lived Adams till 1620 and taught the Japanese knowledge of shipbuilding, mathematics and foreign affairs. The Jesuits were the greatest educational factor that came to Japan during this period. The period of their greatest prominence was 1540-1580 and during these years educational facilities were extended to all classes. In 1620 the Christians were all expelled by
royal decree. It was said that this century of papal Christianity left no trace on the moral or religious character of the nation. In Japanese history this is period of the rule of the Ashikaga clan and is noted for great advancement in refinement of manners and fine arts in both of which the Japanese excelled and in literary culture.

After the expulsion of the Christians in 1620 another period of development ensued in art and literature and a renewed interest was taken in the study of ancient history and the native language. Confucianism now received a great impulse from two
sources. From China and from influence the ruling shoguns. At the fall of the Ming dynasty in China in 1644 and the accession of the Tatars, great number of Chinese scholars left their native country and came to Japan. They became teachers of Confucianism and schools of this doctrine were established in all the large cities, in which the ethics, philosophy, literature, and history of China were taught. Just previous to the fall of the Ming dynasty, and during the 17th century, the great Japanese warrior Ieyasu (1603-1620) shogun Ieyasu of the Emperor after he had established the peace of the kingdom gathered together all the books
manuscripts and educational appliances of the times and caused them classics to be printed and funded every effort to developing intellectual culture. He established a college at Jindo. Immediately there is noticed a great growth in literary criticism of texts and commentaries. For seven centuries before this man came to the throne, printing by blocks was the only kind known, but immediately afterward moveable type was introduced and from this time on Japanese thought shows its originality and ability to criticize.

Buddhism endeavored to keep the people in ignorance of the
government and its methods but under the education that they were receiving the people began to be restless and opposed to the dual form of government by the Mikado and the shogun which Buddhism protected. They began to lose faith in Buddhism and imported the ethical systems of Confucius and Mencius in its place.

The Japanese began to accept the doctrine of Confucius in 1600 and it was not overthrown till 1868. Just as Buddhism had assimilated Shintoism, it was itself in turn absorbed though not as thoroughly as Shintoism. Everything now is bent to the introduction of Chinese learning.
Iyeyasu ordered the Chinese classics to be printed and translated. Confucianism was the Aristotle of Asia and his works are sometimes said to be a system of ethics or anthropology. The text on morals was Confucian. It taught polygamy. He also furnished the text on politics which taught the divine right of the mikado to rule his subjects, which has developed the almost fanatical patriotism and mikado worship of the Japanese people. The history taught was Confucian but the historian has no regard for truth. He constantly tells what favors himself or those in power. Some of the things that were taught the one can
see would have great influence on the nation are "the completion of knowledge, rectification of the heart, Cultivation of the whole person, management of the family, and management of the government." But beyond a certain course laid out by these subjects and contained in the books of Confucianism anything was a crime. Concerning the education of women, they said: "It is non-desirable thing for a wife to be stupid whereas a wise woman is more likely to be a curse in a family than a blessing." The influence of the introduction of Confucianism on the language was the overthrow of the original Japanese
among the educated classes and the substitution of a language which was a mixture of Chinese and Japanese. The Chinese gradually became mispronounced so badly that it bears no more resemblance to the pure Chinese than Pennsylvania Dutch does to the language of Berlin. But the greatest value of Confucianism was the value of the literary instruments that it gave to writing.

The castles of the great feudal lords, the Daimios, which were their protection during the period of the shoguns now became the seats of Confucian learning and the education of this class by the teachers of Confucianism produced the samurai class.
on soldier scholar class. As sol-
diers this new class received their
military training in two kinds
of military schools giving a
course of six or seven years, the
Kanga Ken and the Hyoga Ken.

Interest in history was greatly
increased by the writings of Prince
Michi
Michitake (1622-1700). With his assistants
he wrote in "Dia Nikkan Shi," Hist-
ory of Great Japan. It consisted of
243 volumes in Japanese and
is about equal to Bancroft's
History of the United States. This
was finished in 1715 and
published

Rai Sanyo in 1827 completed
after 20 yrs work a history of
the different military clans
that were in power during the
shogunate.

At this period children began their education at 7 or 8 yrs by memorizing several thousand Chinese characters which took 3 or 4 yrs of his time. After this the meaning of the characters and sentences was explained by the teacher. They were usually able to read by the time they were 16 yrs old. This shows the importance of the memory element in education in Japan. This is the distinguishing element of all oriental education and we should not be surprised at the lack of originality in thought or the failure to develop history or science or the lack of inventive genius among the
Japanese. It is stated in the Report of the "Comm. of Education for 1890-91 that seven truths of the Japanese could read and write and that there were many technical schools and universities in existence in 1854 but this could not be verified beyond this report.

Many times have we heard of the rare philosophical ability of the Japanese mind. Dr. Peery thinks that they are practical rather than speculative. If they have any philosophical powers and it seems it, that they have an ordinary amount, they got it from the abstract thought of the Buddhists. Dr. Peery says that while there is a deep interest in philosophy and the metaphysics of the East, it is because they wish to be considered profound and learned.
scholars rather than that they love these subjects for their own sake. Although they have shown great interest in these subjects they have never developed a philosophical system of their own and all writers agree that the Japanese do not possess any special rare characteristic of ability in this line or in originality in other things.

After the decree of 1620, banishing all foreigners and Christians from Dutch Japanese shores, the Dutch were the only Europeans who were allowed any intercourse whatever. They were given a small island in the harbor of Nagasaki called De-shimi and were permitted to trade to the amount of three or four ship loads per annum. They enjoyed
constant intercourse with the people and were able to introduce some knowledge of the sciences and medicine from Europe, which they kept alive through the 17th and 18th centuries and in the 19th century till the Japanese foreign treaties were made.

A Japanese writer in a report of their educational department has made this general statement of education previous to the Meiji era in 1868: "Education in this country attained its highest pitch of development in the Middle Ages as is clearly proven by the various institutions customs and manners of those times. Subsequently it fell into a state of great retrogression owing to the incessant civil war which raged for several hundred years."

"Outlines of Modern Education in Japan."
It was revived again during the administration of the Tokugawa Shogunate to whose fostering care are due many of the educational institutions that still exist at the present day. But previous to the present Meiji era in our country so-called learning was limited to such subjects as philosophy, literature, and history; elementary education being limited to the teaching of the elements of reading, writing, and arithmetic. Aliphant, who tells the story of Lord Elgin's mission to Japan for the English guild in 1857-8-9 quotes two authorities to show that there was quite a system of education in Japan for both sexes when Xavier arrived in 1549. It is said that there were four academies in Mikado (Koto) Lord Elgin's Mission to Japan - Aliphant
that had between three and four thousand students each and that such institutions were found throughout the empire. These statements could not be traced to the sources but the correspond exactly with the Japanese writer.

Many authorities speak of the perfect home training of the Japanese home children. Children and parents have training, perfect confidence in each other and corporal punishment is almost unknown because training has made it unnecessary.

After 1780 the government was divided into boards as follow: First board of the interior which superintended the palace and the affairs of the emperor. This board was subdivided into the department of astrology which consisted of a royal
astrologer, an observer of the heavens, a compiler of the almanac, a teacher of astrology and a teacher of time-keeping. Second, board of legislature and department of public instruction. Under this department there were four chairs of instruction, history, including that of China for Japan and a part of that of India and Ceylon, religion, law, jurisprudence, and mathematics. Besides these there were assistant teachers in each department and teachers of music and writing. Third, board of society, manners, etiquette, worship and ceremonies. Fourth, board of population. Fifth, board of war. Sixth, board of punishments. Seventh, board of storehouses and granaries and eighth, board of palace architecture. This system from Dickson shows a great many educational instituions of this age.
The samurai, soldier scholar class, developed from the fusion of Confucian learning and Japanese civil warfare, have been the main class, stay of the empire. They destroyed feudalism in 1868, welcomed western learning and sent their sons to western lands to be educated.

Previously to 1868 there were four classes of elementary educational institutions. The hangaku, kyogaku, chijuku and the Terakoya. The first of these was the institution of the feudal lord, dainio. There was one of these in each province and they were supported by the provincial feudal government. They admitted children of the upper and military classes. The kyogaku were schools established in the

**Antiques of Modern Education in Japan**.
several districts of a feudal province under the control of a Taifu. Feudal and occasionally in towns other than the center of these districts if there were one or more large enough. These also admitted admitted children of the higher military class and sometimes of the lower class. These were supported sometimes as the Hongaku and sometimes at public expense. The course of study was the same in both of the above schools. It was composed of the three rd and lasted for six or seven years. The latter two of these schools the Shijyakura and the Tarakoga were private schools and could be established by anyone who wished. Of course there was no uniformity in their courses, no new subjects were taught but
emphasis was laid on certain
branches already mentioned and
others were in part or in whole
neglected. At this time in these
schools there was no regulation
concerning attendance or course
of study. A small fee uniform
was charged each pupil for the
maintenance of the institution.

Old Japan had three classes of stu-
dents. First the court nobles, the
literate, who lived at Kito, second
the priests who were the writers of
the Buddhist literature and the teach-
ers of the people. This second class
reached the greatest heights in
the 16th century. Third the Samurai, the
intellectual secular leaders of Japan.

Thus four different religions,
three of which are known to be foreign,
have taken their part in the des-
elopement of early Japan. Shintoism, the synonym for patriotism, Buddhism the introducer of philosophy, Confucianism which brought an ethical code, Christianity with the purely religious element. In distinction from these there have been in addition two waves of foreign civilization that following the opening of trade in the East and continuing till 1620 and that after Commodore Perry's mission to Japan which opened it to the whole world.
Chapter II.
The Educational Opening of Japan.
It is the purpose of this chapter to cover the period between 1853-4, the time of Com. Perry's visit to Japan and 1871, the time of the establishment of the Joseki (board of the Department of Education).

Perry in his visit to Yedo in 1853-4 won a much greater victory than did his relative on Lake Erie during the War of 1812-14. He won it without firing a shot. It was a victory of influence. Among the presents of Perry to the Shogun was a Webster's Dictionary, a miniature railroad that was set in operation on the beach and a short telegraph line one mile in length. The railroad cars were large enough to carry one passenger in or on each car and the Japanese rode with great delight. The telegraph line also caused
great admiration and both were lessons that the Japanese never forgot.
Perry won precisely what he was after, friendship. Katsus who has been
seen, if the navy, said: "A people who had
such power and yet could be no
kind merely could not be barbarians
and if they were the Japanese wanted
to be barbarians also."
In the interim between 1858-68
there were a great many men who
were interested in the learning of the
foreigners and studied foreign lan-
guages in spite of the order of the
shoguns. Copies of books were so few
that those who studied had to make
manuscript copies. But the shogun
since he had treaties with foreign
nations had to have interpreters
and men skilled in the knowledge
of those nations. So the ruler was
to break the stringency of his own degrees. A few young men were sent abroad to be educated in these things for the purpose of the court. When they returned upon the declaration of war they began the translation of histories and scientific books of the Western lands in addition to writing books upon their experiences and impressions in those nations where they studied. Manners, customs, laws, education, army, navy, and government of foreign nations were discussed. Fukugawa was the greatest of these. He wrote of his observations in Europe which had a circulation of 25,000 copies. His great work, "Promotion of Learning" in 1700, which had a sale of 20,000 sets. More will be said of this man in a chapter dealing with modern times.
Joseph Nandy Receiving is another man of the same stamp. Neither of these two men would accept any public office. Receiving came to America in 1865 and studied for 10 years at Phillips Academy, Amherst College, and Andover Seminary. Most of his work was in denominational education and will be mentioned in a chapter on the influence of the church. It has been a question for discussion in Japan as to which of these men was the greatest in the history of Japanese education. It will suffice to say that they have worked in different fields and have both been important in the life of their country.

Kakumura was a third important school-master of Japan. His...
Japan has done a great deal for his country. He has written books on Christianity and Religious Freedom that have had great influence at the court in stopping the progress of Christianity. His translations of John Stuart Mill's work "Essay on Liberty" and Smiles' "Self Help: had much to do with the development of Japan.

Feudalism developed in Japan in the 12th century. It lasted till 1868, the middle of the 19th century which was from 3 to 4 centuries longer than it existed in the European countries. Its effects were both favorable and deteriorating. It served its purpose and still lived on because there was nothing to take its place as there was in Europe. The Prince of Sato was a man of great ability from the southern
part of Japan had the greatest influence in overthrowing Feudalism and the shoguns who represented it. His energies were spent in encouraging the study of languages literature and history, in developing the material resources of his province in perfecting the military organization, in encouraging the study of the science of war through the Dutch and English languages, in smuggling young men out of his province and sending them to Europe and America to study contrary to the laws of the shoguns and in establishing common factories and powder mills. But he did not live to lead the revolution, dying in 1858 10 years before. But no man ever left more worthy pupils, men who have led Japan till the end.
of the century. Saigo, Chubo, and Katzen are among them. After the Battle of
Fushimi, which closed the revolution in 1868, the policy of the reform party
which had won the battle became prominent. A reformation was announced, a deliberative assembly
called and it was declared that knowledge was to be sought for throughout the whole world. From
this time on Japan advances rapidly to her position among the
nations.

"Stoddard thinks it a wonderful thing
that Japan should throw aside her pun
ddal govt., put the ruling class out of
society, and out of occupation, to
adopt foreign methods and manners,
and systems of education and govt.
without a violent revolution. The Samurais
who were the feudal lords lost rank."

Stoddard Lectures
fame, wealth livelihood and had to submit to a constitution when feudalism was destroyed. There are three things that helped to account for Japan's ability to do this. First, the blind unselfish patriotism of the samurai to the shogunate. Second, the desire of the Japanese to imitate particularly when they find that someone has something better than they have. Third, the existence of certain leaders such as Fukuchi who had been to foreign land and were advocating the adoption of foreign ideas. This complete change of the Japanese in a decade almost from native godless manners and customs to the foreign godless manners and systems is considered by some writers to be one of the two greatest miracles of the world.
C. W. King an American gentleman partner in a commercial firm on the Pacific coast sent a ship the "Morrison" to Japan in 1837 with Japanese America waifs but was not allowed to enter Japan. He wrote the first book by an American on Japan in 1838 which contains this prophecy, "America is the hope of Asia beyond the Malay Peninsulas and her noblest efforts shall find a becoming theater there." This has been literally fulfilled today in many ways. Here the man who established the first newspaper in Japan came to America to be educated shortly after Perry landed in 1853. Ronald McDonald went ashore on Japan from a wrecked whaler in the 70's and became the first teacher of English in Japan. After the conclusion of the treaty by Commodore Perry, Townsend Harris became
the first representative of the U.S. govt in Japan. The Japanese say they never had a more honest or truer friend. As soon as possible after the treaty was in operation the American missionary went to Japan. He was not allowed to preach but he started his medical dispensary and began to heal the people and also to teach. The first schools of the sciences and languages were founded by the missionaries. One Englishman says, "no line a foot than the reform of the entire educational system was chiefly the work of a handful of Americans. One of these men organized a school and taught from 1854-69 for the govt. In this school were many of the men who now are giving their last years to the highest govt duties.
After the revolution of 1868 this man, Mr. Verbeck was called to
Tokio to be a counsellor to the whole
yout and president of the Imperial
University. He it was who as
head of the board of education, a
part of the Imperial University, plan-
med the reformation of Education
that Japan ever had. Griffis says
"He is the greatest of aliens who
wrought to build New Japan." In
1861-3 Raphael Pumpelly, a geologist
from New York explored the island
Yedo and opened its great coal
mines. He introduced the steam
engine and blasting for working
in mines. Almost the entire
mining industry of the country
has been developed by Americans.
On invitation of Townsend Har-
ris a Japanese commission was
sent to America before 1860. One effect of this visit was the establishment of schools at court in
which young noblemen were taught the principles of government. Yotaka, president of the Meiji government,
said in an address in America that Japan copied her navy from Great Britain, her army from France,
her medical science from Germany, and her school system from the United States. And thus Japan
has been fortunate in having her institutions developed for her in foreign lands and in being able to travel and pick out
the principles of the civilized nations for her own adoption.

It was during this period that Japan, Japan began sending students to the West. Students
in nations. In 1859 the policy first
event in to effect and some of
its young men were sent to
Holland to begin the study of
navigation and shipbuilding.
Between this and 1873 over 200
Japanese students had gone to
foreign lands for study, America,
getting the portion. The first
deligation came to the U.S. in
1866 landing at Boston. In the
following years at least 100
pursued studies in the eastern
states. But a part of these were
not sent out by the govt but
came on their accord and
supported themselves.

The tea school is a very interesting
phase of Japanese life. There, have a
regular teacher who has his pupil
come singly. Each pupil must
make the tea and what is much
more important go through all the
necessary forms and compliances. Tea-

tary phrases in serving it. There School
are a number of men and women
present always who watch the
making and serving of the tea.
This is a school for girls alone
who must learn to do the work
dauntly and nicely. This prevents
them the great stress placed upon
outward ceremonial by the Jap-

anese which Griffith says has
been taught by ages of force and
the sword.

Mr. Griffith was called to Japan
in 1870 to be principal of a school in
Fukien where he was to teach science.
He says that the respect of pupils for
their teachers is something re-

markable. That this is a distinctive
Japanese trait cannot be doubted.

The Mikado of the Empire—Griffith 2 vol.
for we find it mentioned in every respect of article that is written on the Japanese school life. Their bows "good morning" and respectful attentions are far ahead of our American pupils.

After the battle of Tsushima the capital was changed to Tokyo and the educational forces were united into the Imperial University, three divisions. Verbiest was called from Nagasaki where he had been teaching for 10 years and had 1000 pupils to be the head of the Imperial University and executive of the Board of Education which was one division of the university at this time. This shows the confidence that the Japanese had in this "man without a country" who is the early formative period of Japan.
had translated the Code Napoleon. The Blackstone's Commentaries, Hume-Je
perial Bolt's Curses and Wheatstone, Perry's University
and Bluntschi's treatises on Politics
and International Law into Jap-
ancer. Griffiths gives an interesting
account of a visit to the Imperial
University in 1870. The children
were the mature costume with
shaved head and two swords
which showed that they were of
the noble class. They carried slate
and copybooks with ink-bottles.
Their wooden shoes made a great
noise when they were diminished.
There were a thousand in the
school at this time all of whom
were active and restless and
each whom smoked at recess. The
rooms were rickety. Pupils came
half in the morning and half in
the afternoon, school began at 9:00 and closed at 3 o'clock. The University had 12 foreign teachers, teaching French, German and English and would be more properly called a school of languages. Teachers were of all sorts. There was no character requirement. Anyone who happened to know a foreign tongue was put to work teaching it here. Work was begun in the A, B, C class and taught to the highest grade. There existed no order or neatness as in America.

We are also indebted to Mr. Griffis for an interesting account of the school he was called to take charge of in 1871 in Funkin. He was very Griffis graciously received and housed in American style. He was very Funkin much surprised to find a school.

The Mikado's Empire 2000 Griffis.
consisting of 5 departments and 800 boys in attendance. There were three language departments, the English, Chinese and Japanese, and a medical and military department. Each department had a library of its own. The military school had books of its library translated from the English and Dutch and also made practical experiments of its own in miniature with the sword. In the medical department, were found translations from Dutch and French works and models of the different parts of the human anatomy. Daily practice was had in fencing, wrestling and spear practice. When school was dismissed the pupils put away their utensils and
wrapped them in bundle and bowing to the floor left the room and went to check rooms where they got their swords and cloaks after which they made a very fierce appearance. Mr. Griffis wondered if he ever would be able to civilize the barbarians but in a few months he had won their confidence and found that they could teach him a great deal about pride, dignity, character, courage, diligence, affection, manners, truth and honesty that he had not known before.
Chapter III

Introduction of an Educational System.

The decade following 1868 is full of changes. Changes in educational law and changes in educational control. It will be the purpose of this chapter to present and discuss these changes and show the foundations of the present system of education.

After the Imperial University with Verbeek at its head had administered the educational affairs of the realm for two years, this clumsy arrangement was changed and the Department of Education (Kombucha) was formed as one of eight parts of the cabinet system of government. The organization of this department was changed many times, but these changes have been immaterial.

In 1884 the name of the department
was changed to department of state for education. The latest reports, those of 1898 give the organization of the department as follows: Minister, vice minister, a cabinet of seven departments and two bureaux.

In 1872 there were 3 vice-ministers, 14 assistants, 72 directors and 115 clerks. An academy has been organized under the department that is similar to the superior council of public instruction in France, to consider national educational questions. The minister is a member of the cabinet and is appointed by the prime minister. He appoints his subordinate officers who are approved by the United States. The seven different departments are treasury, public documents, compilation, teacher licenses, teach-
and

were pensions, reports, records. The duties of the department are entire control of a large number of public school officials who hold their appointments from this office, control of the licensing and classifying of teachers, examination of books and charts for use in the schools, composition of textbooks, pensions, employment of foreign teachers, Japanese students in foreign lands, petitions and finances.

Of the two bureaus the first one, Bureau of Special School Affairs, has to do with the control and organization of universities, higher and ordinary middle schools, libraries, laboratories, degrees, the Academy and all scientific societies.

The second, Bureau of General School Affairs, indicates its res-
responsibility by its name. Normal schools, elementary schools, kindergartens, school attendance, and school officers are its words. The Department of Education has no control over schools maintained by other departments of the government, naval schools, military schools, agricultural schools, and others.

In 1873 the Dept of Education began the publication of bulletins which were the earliest educational magazines. One or two of these made its appearance monthly till 1884.

Table of Ministers of Education

Aki Takato 1871-74
Kido Takaaki 1874-78
Tanaka Fujimaro 1878-79
Saigo Tangumichi 1879-80
Tanaka Fujimaro 1879-80
Terashima Munenori 1879-80

Modern Outlines of Education in Japan
Reports of U.S. Commissioners of Education
Kono Tokama 1860-81
Fukunaka Takachika 1881-83
Oki Takats 1883-85
Akiyama Tomo 1885-88
Enomoto Takeaki 1889-90
Yoshikawa Akimasa 1890-91
Oki Takats 1891-92
Kono Tokama 1892-
Nouchi Ki 1892-93
Nouchi Ki 1894-95
Saionji Kimmochi 1896
Hachisuka Hisachi 1896
Kamao Arata 1896
Kurashiki Dairoku 1898

The work that Japan undertook after 1868 was stupendous not only in educational lines but in every other department. It is miraculous that she has been able to accomplish her aims without bloodshed and the only way in
which we can account for it is by the energy of the people and their devotion to their ruler. In publishing the code of 1872, the Michado said, "All knowledge from that necessary for daily life to that higher knowledge necessary to prepare officers, farmers, mechanics, artisans, physicians etc for their respective vocations is acquired by learning. It is intended henceforth that education shall be so diffused that there may not be a village with an ignorant family or a family with an ignorant member. Persons who have hitherto afflied themselves to study have almost always looked to the govt for their expenses. This is an erroneous notion proceeding from
long abuse and every person
should henceforth endeavor
to acquire knowledge by his
own exertions. This quotation
shows plainly both the purpose
and the means of the Japanese
educational ideal.

Japan was changing so rapidly
that the code of education needed
revising every few years but only
three of these revisions were im-
portant. In 1860 the new code made
the forming of elementary school
districts and the outlining of the
courses for these schools subject
to the approval of the Minister of
Education, thus giving the central
authority more power. In 1886
the organization was overhauled
and the educational system
rearranged. Each division received
Revisions
of
Educational
Code.
attention in a particular ordinance, many defects had been discovered. The graduate department of the Imperial University was established. Normal students might have their expenses paid by the govt. The great change in the elementary school was in their support. Previously they had received taxes from the villages, but this new regulation made the chief item in their support a fee charged for admission. By the year 1896 education was becoming pretty generally diffused and the people were able to interpret and use different laws. In this code of 1890 teachers were better provided for by pensions. School expenses
were given back to the cities and villages. School committees were re-instituted again as they had been previously to 1856.

This body makes investigations and discusses the various questions connected with the Science, The and Art of Education. The members of this body are selected by the Minister of Education, formerly but now the organization is self-perpetuating and the term of office is one year.

The body meets every month. Through the influence of Verbeck a world commission was organized to visit all the civilized western nations in 1873. It was composed of 49 members among whom were such men as Inukara, Jto, and others who are just now.
retiring from active life and giving place to new statements after serving their country for over 30 years. Joseph Hardy Neereina was chosen secretary to the commission, one of the important parts of its report dealt with education.

The kindergarten has been established in nearly every nation of the globe. But in a very small number of the nations is it supported by taxation. The Japanese Education Department was established in 1871 and just 5 years later the kindergarten was founded 1876. Here it trains pupils from 3 to 6 years. The statement "its purpose" to foster moral virtues, promote physical development, train in good habits and unfold the
intellectual faculties is exceedingly clear and practical. By 1896 there were good, public and private kindergartens in operation. The most interesting of these is the Peerless Kindergarten in Tokyo. This school is the creation of the Emperor. It had been reported by Miss Minna Shirahama, who graduated from a California Kindergarten Training and is a teacher in that school. The building was built according to plans drawn up by teachers. The buildings have been decorated by artists. One very pleasant feature of this school is the beautifully arranged flower garden with a playground. Paper folding work is fine and nurture work with silk worms. In 1896 a Tsurucho Tan.
Society was organized with a hundred members. It meets every 2 months. There are a great many kindergarten departments in the higher normal schools.

There is a kindergarten of great fame in Tokyo, the Glory Kindergarten and Training School. Kist's, Osake, and Tappors have kindergartens of the highest class.

The first kindergarten established in 1876 was in connection with the Tokyo's Female Normal School. There are six groups of workers and the course is very full of normal training. Throughout the whole course six hours per week are given to singing and playing. The latest statistics compiled in 1901 give 23% kindergartens to Japan. One group, 181 public and 72 private
containing 671 teachers and 23,671 pupils. The number of pupils in each kindergarten is limited to 100 except that under special conditions it may be increased to 150. The Tokyo Female Normal school very early established a course for kindergarten teachers. The kindergarten is always regulated by the govt. Mr. Scherer tells us that the western nations might well go to school in Japanese kindergartens.

Miss Bird in her volume on Japan, published in the '80's gives a description of a village school that is valuable. She says that the children were summoned to the school by the sound of the conical European building at ro'clock. The building was furnished with

"Young Japan"—G. B. Scherer,
"Unbeaten Tracks in Japan"—Miss Bird.
decks maps and a blackboard
which the teacher a man of 25
used freely. Object lessons were
used a great deal with the
younger pupils and geography
and history readers for the older
ones. These are read in both the
Japanese and Chinese pronunciations.

There is no trouble with managing
the school because the children
are taught in plenitude obedience
at home. Formerly some corporal punishment was admin-
istered but at present nothing
but detention alone is used.

During the first two decades of
the existence of the Department of
Education a large number of for-
eigners were hired to teach but Foreign
in the last decade the number teachers
has fall off and now but few
are employed because the Japanese have made themselves capable of filling the places that the foreigners formerly filled. In 1874 out of 297 teachers employed in seven good schools 46 were foreigners of whom 16 were Germans, 10 Englishmen, 10 Americans, 7 French, and 2 Dutch, 1 Russian, and 1 Chinese. These were mostly language teachers although one whole school of medicine in Tokyo was staffed with eight German teachers. One can see from these figures that English was the great foreign language taught. The importance of foreign teachers was greatly increased because Japan is destroying her past and these men must build her future. Many foreign teachers have not given due
Considereation to the officials and regulations of Japan and many of these officials have been unfit for their posts and only a hamper to foreign ingenuity. But it must be noted that teaching in Japan does not require the nervous energy that it does in western lands because of the interests and docility of the Japanese people. At present the number of foreign teachers is decreasing rapidly in the government and public schools. The cause is that the Japanese officials would rather hire their own country men when they are just as worthy. In the Mission schools the foreign teachers are not decreasing as in the others because Japan
ear Christian ability are scarce.

The following table shows the

number at present from each
country in govt., private, and
public schools:

<table>
<thead>
<tr>
<th>Year</th>
<th>W.S.</th>
<th>B.B.</th>
<th>H.B.</th>
<th>F.R.</th>
<th>P.O.</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1896</td>
<td>132</td>
<td>60</td>
<td>12</td>
<td>46</td>
<td>18</td>
<td>268</td>
</tr>
<tr>
<td>1898</td>
<td>120</td>
<td>78</td>
<td>16</td>
<td>42</td>
<td>14</td>
<td>270</td>
</tr>
</tbody>
</table>

In 1900 there were said to be 447

but this could be verified. About

33-6 of these must have been in
mission schools which are class-
ified under the term miscellaneous
which is different from those
in the table above.

Our own department of education
has been in very close touch with
the Japanese department since 1872.
One year after theirs was established
Dr. David Murray was appointed to
go to Japan and assume the of
place of adviser to the Japanese education department. Under his influence the whole system from the primary school to the university grew into a live reality. His engagement was for five years, at the end of which time he was given many magnificent presents and pro-

iously decorated by the Ruddles. Through his many influence the Japanese educational system contains the following elements of our own; classification of schools, organization of normal schools, popularity of female education, and system of reports. All of which goes to prove that the Japanese system was modelled principally after our own. Through Dr. Murray's
influence also a number of foreign teachers were imported. His official title was Chief of Schools and Colleges in Japan. He made irregular reports which had as much influence as anything else with the Japanese people on the subjects of textbook, teachers and female education.

Private schools are quite an important factor in education in Japan and have caused the department a considerable anxiety. There were 2421 private schools in 1896, over 1600 of which were classified as miscellaneous and 785 were elementary while the rest were scattered over the various grades and kinds of work. These schools employed almost 6000 teachers and enrolled 152,879
profits. Their graduates by 1890 amounted to 17,525. Of these schools 6,87 were schools of the Japanese and Chinese languages, 244 were of the English language, 126 schools of mathematics, 156 manual training schools. In 1876 the private elementary schools had decreased to 6,397, almost 2,000 in 6 years. This shows the great activity of the government and the tendency toward state education for the regular regular courses and the forcing of private schools to offer only special courses of study. These schools could only be established by obtaining the consent of the provincial or municipal government. All of them have to submit to government inspection by the officials of the Department of Education. The
latest census obtainable shows the schools to have decreased to 1676 by 1901, nearly falling off by almost a thousand in less than 10 years. This same census gives the number of teachers at 7815, an increase of 1800 and pupils 17300 with an increase of 2000 in the same length of time. The govt. is opposed to private schools for two reasons. Their pupils do not keep pace with the pupils of the govt. school and cannot keep up the ladder of progress as easily. And private schools teach what they want to while the govt. schools are held to a rigid curriculum. There has been a great deal of trouble over the question of religious teaching in the private schools. It has
been forbidden several times
but at present is permitted.

The attitude of the Japanese people
toward education is very re-
markable. Popular opinion al-
ways powerfully influences
new systems or reforms and
the fact that it has done so favor-
ablely in Japan has had much to
do with the successful growth
of the Japanese educational sys-
tem. From 1873-1880 the people
voluntarily contributed $4,000,000
to popular education. In 1876, $57
386. In 1895-493,046. In 1896-763-
422 were contributed respectively.

This was in addition to thousands
of acres of land and volumes of
books and pieces of apparatus.
It has been estimated that 50
of the
support of public schools comes
from voluntary gifts. These students are all under control of the govt and are divided into first and second class according to the previous work done whether an academy student or college course has been finished abroad. All of them must prove good character. A regular examination is given which they are required to pass. The first class may stay abroad for 3 years and the second for 5 years. The first class is limited to 30 and the second to 15. While abroad these students are under control of their resident minister. There is a set of forty three regulations controlling these students. The Japanese students that come to western lands is not the aver-
rage boy of Japan, he is the highest product Japan can turn out. His record in foreign lands is good. He has shown average mental ability and exceptional ability for work. He is a model of politeness. A Harvard College president said that every American college ought to have a Japanese undergraduate to show the other students good manners. They have been praised by American and English newspapers and some have won high honors. One Kuranakabe won the Phi Beta Kappa at Rutgers College.

By the year 1876, 500 Japanese students had studied in the Dutch Reformed Colleges in America. In 1887, 699 students of both races had studied in America. Over
800 have attended Rutgers Col-
dge alone. While the number
of Japanese students has in-
creased gradually the number
supported by the govt. has de-
gradually decreased. In 1873
250 were sent out to various
countries, in 1890, 90 and
in 1895, 11. In 1882 there was a
new set of rules for sending
students abroad at govt. expense.
They were to be selected from any
superior school by the minister
of education, and the period of
their study, the subject and
the school were determined by
the minister. They were re-
guired to serve the govt. upon
return for twice as long as the
govt. supported them abroad.

The Department of Education
is the central office and exercises a real supreme authority. The System enjoys an infinitely greater amount of power than our own inspection commissioners of Education. Then there is the grand collegiate division with its director and assistants who inspect, modify and whose decisions may be appealed to the central department. In the Academic units 10 to 13 superintendents are appointed to oversee 20 to 30 school each. In addition to these inspecting forces there are 5 school inspectors as a part of the force of the education department whose work includes the management and methods of school. The minister and vice-ministers are bound to do some
inspecting and to appoint such ordinaries who visit every place to take cognizance of the school conditions. School officers are bound to report these inspectors who in turn are bound to report to their chief. These reports are edited and printed as the Annual Report of the Dept of Education. Separate supervision will be considered under the different grades of work.

In order to supervise the system of education the department of education is again the central administrative authority. Next below this the initiative whole country is divided into units to eight grand divisions called collegiate divisions. Each of these has a central office and bureau with a director and clerical
assistants. The director and assistants have power to inspect and modify the workings of the system in his district, but the modifications must be sent to the dept. of education which hears appeals. Each grand division has 32 divisions called academical units. This gives 25.6 of these. Each of these 25.6 districts is 210 common school districts giving a total of 5,376.0 common school districts. This was not all like the political administration of the empire. This was originally divided into 3 for one imperial cities and 12 provinces when first in 1872 but in 1876 the system of school districts was abolished but was reestablished in the next 12 years.
Educational institutions relating to departments of the government other than education are under the control, authority, and supervision of these departments in Japan as they are in France and other countries. Departments maintaining educational establishments of their own in Japan are the Imperial Household Dept., Dept. of War, Navy, Communications and Agriculture and Manufacturing. Under the first of these there are two schools: the Noble School and the Peeress School. The former was organized in 1875 and reorganized in 1884. It admits the children of the court nobility and exempt from attending the public school. It offers three
courses; elementary, middle and higher covering eleven years and corresponding to the grades of public schools by that name. It also gives courses preparing for the army and many as options. The Reareas's school is under the patronage of the Emperor as is the Reareas's Kindergarten. It is primarily for girls of the nobility. It offers courses especially adapted for girls that covers elementary and middle grades of work in 12 years. The other departmental schools will be discussed under technical schools.

In the 70's of the grand school district formed educational associations. The first one composed Educational of the Tokyos Fair and the surrounding regions was the most success-
ful. Previously to 1879 when the grand school districts were dissolved it had had numerous meetings and published regular reports. After 1879 each town had its own association. The school officers as well as teachers attended these meetings. Sometimes the minister of education called together all the most experienced and educated of the teachers for advice which formed an important educational meeting. Regular teachers' organizations are found throughout the land. In 1876 there were over 700 of them, most of whom held monthly meetings and published journals. Among these general meetings are held each year. The Educational Society of Japan is the most noted of these. It has 3700
members. Its purpose is stated to be the diffusion, improvement and advancement of education. It sends lecturers out through the country. It publishes a journal and educational books and has a library of its own.

Libraries are pretty plentiful in Japan. They are mostly found in the colleges, middle schools, and cities but are not as widely distributed as elementary schools. Libraries are not as widespread as in the U.S. When Mr. Griffin reached Fukien where he was to teach in 1871, he was surprised to find a technical, military, and general school library of English and American books as well as Chinese. The great Imperial library which was formerly a part of the
Pedagogical Museum is a great institution. It is the oldest and largest in Japan. It has 863,661 volumes of Chinese and Japanese books and 54,931 volumes of European books making a total of 418,592 volumes. It was visited by 408,000 people every day in 1902.

Kyoto has one large library and Osaka has two. In 1891 there were eight large public libraries and 11 private ones. The copyright laws require a volume of every book copyrighted to be placed in the Imperial library which adds greatly to its size and growth. The officers of the Imperial library are appointed by the Minister of Education. Some statistics may prove interesting.
<table>
<thead>
<tr>
<th>Libraries</th>
<th>Japanese books</th>
<th>European books</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1880</td>
<td>21</td>
<td>56,058</td>
<td>119,374</td>
</tr>
<tr>
<td>1890</td>
<td>20</td>
<td>99,956</td>
<td>179,332</td>
</tr>
<tr>
<td>1900</td>
<td>48</td>
<td>474,265</td>
<td>629,971</td>
</tr>
<tr>
<td>1902</td>
<td>50</td>
<td>562,161</td>
<td>619,232</td>
</tr>
</tbody>
</table>

These figures show that in 1880 the number of books in European languages was greater than the number in the Chinese and Japanese. But after that date the growth in the oriental books far surpassed that of the Europeans. They also show that the great period of growth was 1880 to 1900 during which time the total number increased 300%. We do not find museums in every school in Japan as we do in Germany and France. Prof. Edwin O. Morse founded a museum of archaeology in the Ju
Joseph University in the 50's, Dr. David Murray founded an Educational Museum while he was in Japan from 1873-78. Tokyo has two important museums: the Tokyo Educational Museum containing illustrations of school architecture, text books and school appliances, and the Tokyo Pedagogical Museum which is a joint institution with the Imperial Library as containing school furniture, appliances and zoological, botanical and mineralogical collections.

General enumeration of school for boys,

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1896</td>
<td>26310</td>
<td>83989</td>
<td>110307</td>
</tr>
<tr>
<td>1898</td>
<td>26414</td>
<td>92926</td>
<td>119340</td>
</tr>
<tr>
<td>1900</td>
<td>26972</td>
<td>101846</td>
<td>128818</td>
</tr>
<tr>
<td>1903</td>
<td>30187</td>
<td>12684</td>
<td>31452</td>
</tr>
<tr>
<td>Year</td>
<td>Expenses (in dollars)</td>
<td>Increase (in dollars)</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>1874</td>
<td>319,527.866</td>
<td>616,656.71</td>
<td></td>
</tr>
<tr>
<td>1878</td>
<td>579,897.619</td>
<td>148,574.33</td>
<td></td>
</tr>
<tr>
<td>1882</td>
<td>957,957.42</td>
<td>384,664.64</td>
<td></td>
</tr>
<tr>
<td>1886</td>
<td>8,255,570.24</td>
<td>617,458.32</td>
<td></td>
</tr>
<tr>
<td>1890</td>
<td>8,675,149.10</td>
<td>1,284,960.47</td>
<td></td>
</tr>
<tr>
<td>1896</td>
<td>7,763,567</td>
<td>967,046</td>
<td></td>
</tr>
</tbody>
</table>

The figures previous to 1896 are in yen, which at that time was worth 19 cents but now is worth 60 cents. The decrease in the amount supplied by the Department of Education in 1878 shows that the central department is forcing the responsibility for the support of schools upon the people. In the last few years Japan is spending a great deal more money than formerly on her schools. The cost total in 1900 was over $17,500,000.
A table comparing the institutions of the U.S. & Japan is appended here before we take up separately each of the divisions of the Japanese system of Education:

I. Ordinary Elementary — Primary
II. Higher " — Grammar
III. Ordinary Middle — High School
IV. Higher " — College
V. College — University
VI. University Hall — Professional
Chapter IV

Elementary Education

In 1872 when the department of Education was organized there were many kinds of schools found giving elementary instruction. Schools for girls, village schools, charity schools, private schools, infant schools, evening schools and common schools which were mostly attended by boys. Charity schools were for the children of indigent parents. Infant schools developed into kindergartens and were for children under 6 years of age. Village schools were under control of local officers because of the differing conditions in many communities. Schools for girls were to provide courses in dr-
Domestic science. The common schools were to be of two grades, lower and upper. Out of the choice of half a dozen kinds of schools there were common schools to be developed into the great institution of the state for primary education. The course which was first provided for in the lower, was composed of spelling, writing, conversation, vocabularies, reading, morality, letter writing, grammar, arithmetic as far as division, lectures on hygiene, outlines of geography, outlines of natural philosophy, gymnastics and singing. The whole course covered 4 years beginning with the sixth year. If we place our own construction upon the amount of work done in these subjects we may say that it
corresponds very closely with that done in the first 4 years of our own schools. The upper course consists of outlines of history, geometry, trigonometry, outlines of botany, chemistry, physiology. Four other subjects if the local authorities think best chosen from the following: one or two foreign languages, bookkeeping, drawing and civil govt. This course seems more difficult than the last four grades in our common schools even if we place the most elementary construction on it. Several of these are high school subjects with us. The principal element in the support of common schools previous to 1856 was village rates but afterward it was
changes to school fees. At present it is both although the number of children who are charged fees are growing less every year.

Japan has a compulsory education law that applies to children from 6 to 14 years of age, but we could not determine how much of the school year the children were required to attend. The teachers are all required to keep daily registers. Children are promoted regularly and parents are invited to be present at examinations. Every book, chart or other piece of apparatus must be approved by the Minister of Education. All regulations concerning holidays, hours of instruction, and etc. are made by the minister.
Of education, instruction is given from 3 to 6 hrs per day and usually 5 to 6 days in the week. Recreations are not regulated at all. Eight weeks of vacation are given during the summer. School work is carried on on Sundays, national holidays, or festival days. Schools may be closed on Saturday and Wednesday afternoons. The number of holidays for the school year is placed at the maximum limit of 40 days.

School regulations for local control of elementary schools was provided for the formation of school committees. These committee members must be 20 years old, actual residents and must own a certain
amount of property. They were
to be nominated by the people
and appointed by the governor
of the Ken. The assembly of the
people determined their num-
ber and salary. Their appoint-
ments were for 4 years or
longer. These committees had
to do with the establishing and
maintenance of schools. The
directors or principals as we
call them are appointed by the
provincial governor and also
dismissed by him. Regular teach-
ers are selected from a list
of candidates furnished by
the provincial inspector by
the provincial governor. The
modern school committees
are quite different from their
ancestors. As other school
system in the world has an organization that compares to this. The committees are formed in the local school districts and must include besides others the male teachers of the village. The principal duty of this committee is to help the provincial school inspector in supervision and management. This forces the teachers and superintendents and inspectors to work in harmony and thus helps materially in reaching a definite end.

The Japanese farm union school districts far about the same purposes that we do. If a village is not able to support a school Union of its own or if the number schools of children is insufficient to
warrant the establishing of a local school or where a convenient place cannot be chosen for all the children on account of distance or bad roads it may be joined to another village and a union district formed by the power of the prefectural governor. Even where elementary schools are in operation already but where the children could be educated at a smaller expense with some other district, a union may be formed. The prefectural governor can dissolve union districts when he has the consent of the Fu or Ken governor. Towns that already have established ordinary elementary schools may form a higher element ary school in union by
consulting the same authorities.

In villages where there is a private school of the ordinary or higher grade already in working order under govt inspection, the prefectural governor can force the people to send their children to school there and prohibit them from building a public school.

The grounds for a public school are usually donated by the govt to the amount of 300 tsubo (a tsubo is 36 sq ft). Buildings, appliances and a place for gymnastics must be provided by the locality. The majority of the elementary school buildings in Japan are in their own style of architecture, while the buildings of middle normal and other schools
are of European architecture.

In every old Academico district there were from 10 to 13 officers called superintendents whose duty was to superintend and control 20 to 30 schools. This was the first method of control and inspection used in Japan. In the Code of 1896 various methods of inspection were promulgated and no uniform method was adopted. Sometimes local committees of inspection were appointed. Sometimes the school officials did the inspecting. In other cases supervising teachers were appointed and in still others, the normal school teachers did the inspecting and supervising. Schools are inspected once every year by the
regular inspector and special
irregular trips are made by other
men. The cost of inspection is
paid by the prefect. A provincial
inspector is chosen by the
governor of each province.

As early as 1875 no corporal
punishment such as whipping was permitted. The need for punishment
was not as great as in western lands.

School Committees were early
required to enforce attendance
of children to a course of 16 weeks
out of a year. An account of illness,
poverty or some unavoidable
cause the director could excuse permanently or temporarily on application of the parent or guardian.

An elementary teacher receives
a pension for life if he is 60 years old or disabled and has
served 15 years. If their service is between 11 and 15 years, they receive three months salary. If from 5 to 11 years it is two months salary. All elementary teachers must pay one percent of their wages into the treasury of the Fumon Ken where they teach to help support the pension fund. Under the first condition, they are retired and the pension is paid from the national treasury. In case of sickness, the doctor’s bill is paid, and in case of death, three times the amount of the last month salary is paid to the family.

In the last ordinance relating to elementary schools, they are divided into ordinary and higher elementary schools and there is a tendency among the Japanese
to change the term elementary
to primary. It is changed thus
in the report of their commission
to the St. Louis Exposition. Both
of these divisions comprise
one school numerally. The subjects
of the ordinary elementary school
course will be taken up separately
and discussed briefly. Morals
which consists of regular sys-
tematic teaching in what we call
the school virtues is given from
3 to 5 hours each week. The teacher
is also expected to be the example
of the children and to use pro-
verbe maxims, stories and facts
as means of moral instruction.
In reading and composition,
the conversation and sentence
method are used at first. Later
a book with simple words,
phrases and sentences is used and the pupil is given easy compositions to write which he must do accurately. Writing consists in learning how to use the pen and to make letters in either alphabet, and the copying of phrases. Two forms of writing are used, an easy hand and a formal hand. Rapidity, correct position of body and hand and pen are noticed carefully. Penmanship is graded in all other studies. Arithmetic work begins with counting and advances to the four fundamentals with numbers not larger than ten, then to decimals and numbers below 10,000. Denominative numbers are taught gradually from the very first. Problems are used that are within the experience.
of the child and he is taught what
to do before he begins to solve them.
These last are principles that are
not very widely used in teach-
ing arithmetic in our own schools.
Geography is not a regular study
in the ordinary division of the el-
ducatory schools but it may
be substituted for gymnastics
when it consists of local geo-
ography of the province and empire
and their climate, form of the earth,
and land and water divisions.
History also is not usually a sub-
pert of this division but may be
taught when it consists of
conversations on historical facts
of the province and empire in
connection with geography and
stories of the great men and
deeds of the heroes of Japan. Toward
Lessons are always drawn from history. Drawing may be taught in the ordinary division consisting of straight and curved lines and figures and representations of familiar objects. Singing consists in memory work alone. For gymnastics, sports are taught at first and then exercises preferably military drills follow. Girls are taught cutting, sewing and mending of simple garments. Manual training is taught the boys work being done in paper, clay and straw. Three optional subjects as singing, manual training, geography, history and drawing may be substituted or added to the regular course according to the conditions upon consent of the provincial go.
The higher elementary course contains the subjects in the ordinary course and adds foreign geography, science, geometry, foreign language, agriculture, and commerce. The last four if these are added when the authorities think best. Morals in the higher division is only a continuation of what it was in the ordinary. The study of the alphabet is continued in reading and harder subjects are assigned for composition work. In writing one new hand, a running business hand is developed. In arithmetic denominate numbers are completed and common fractions, percentage, reduction, and measure addition. Physical and descriptive geography of the world
are studied after the local geography has been reviewed. The object method is used in geography as far as possible. Japanese history is studied from a textbook. Under natural science, the phenomena of the animal, vegetable and mineral kingdoms are studied as far as they can be by the object method. Physiology and hygiene are studied cementarily. Judging the reading of notes is introduced. Military gymnastics are given to the boys and calisthenics for girls. Swimming is taught in the summer. Manual training consists in the manufacture of simple objects from paper, clay, wood, bamboo, wire, tin, and lead. Geometry is given.
consists of the study of lines, angles, surfaces, solids, and triangles. Foreign languages are taught very little in these schools. If they are needed in future occupation and the pupils cannot go to the middle schools for them, they are given. This work consists of reading, conversation, dictation, grammar study, and composition. Usually English, German, and French are the languages taught. Not less than 18 or more than 30 hours of instruction can be taken by each student and in both of the divisions the course extends 4 years.

In districts where instruction is needed that will prepare the student to make a living in...
mediately, a supplementary course including agriculture, industry or commerce may be added to the school giving ordinary and higher elementary courses. The length of this course is determined by the conditions though it usually does not extend beyond two years. The hours of such instruction are arranged to fall on holidays or evenings. The governor of the province determines what subjects shall be taught and the director or principal outlines the details of the subjects.

Schools in Japan are one classed or many classed which means the same as one roomed or many roomed would in our own schools. In the ordinary elementary school schools...
of small villages under the usual conditions 70 is the maximum number of pupils permitted in one class or for one teacher but under special conditions 100 may be allowed in one class and in this case an assistant teacher is provided. When there are 70 to 140 and always when there are over 100 pupils two classes are organized a regular teacher put in charge of each. When any one class in a many classed school contains more than 70 pupils an assistant teacher must be hired to help the regular teacher. From 50 to 70 is the usual number in a many classed school. These many classed schools classify their pupils according to age and advancement. Also in
these schools the boys and girls are separated after the second grade if there are enough girls to make a class in same grade. In the higher elementary schools 60 or 70 are usually organized into one class but crowded conditions or scarcity of teachers may make it necessary to put 80 in a single class but an assistant teacher must be provided. Between 60 and 120 pupils are organized into two classes and more than 120 into classes of 40 to 60 each. Where there are enough boys and girls to form separate classes coeducation is discouraged here also. Private elementary schools are under the same definite system of regulations which emanate from the department of
education. In ordinary elementary schools the hours of instruction are limited to from 18.30 and in the higher from 24.30 while supplementary courses must give from 4 to 18 hours per week. The hours per week for each branch are regulated by the provincial officers.

In 1871 when the first Mombusho was organized it contained a deficit which was for the purpose of furnishing elementary text books called Text the Board of Compilation. After a year Books or two this board was reestablished. This work was then done by the Tokyo Normal School. The board was finally reestablished and still looks after this work but now most of the compiling and publishing is done by private persons and the printing houses under the
approval by the board of compilation. This board was only undertaken to compose books that are sadly needed and cannot be secured elsewhere. The textbooks to be used in each prefect are selected by the governor in connection with a committee, whose action must be approved by the minister of education.

As early as 1872 every teacher had to have a licence from the Governor Education and Science of Teachers. governor before he could teach or a certificate from some Normal school. At this time the regulations were that teachers maybe either, but must be 18 yrs of age. In the regulations of 1886 authority is given to teach in three ways, first, by a Normal School diploma which is good for life. Second, by a special
certificate to teach some extra subject. This certificate is granted by the
Für or Kin governor and is good
for a specific time, usually five
years, and is renewable if the
person proves competent. Third
the York license. This license is
of two kinds, general and local.
The general license is given by
the department of education to graduates
of the high normal schools and
is good for life. I compare it to
our state's life certificate or to
the normal school diploma. The
local license is given by the Für
or Kin governor to graduates of
lower normal schools or to
those who have passed examinations
in the Für or Kin. These are some-
times for life and sometimes
renewable. Those who have com-
ommitted crimes been sentenced for gambling, adjudged bankrupt, been guilty of drunkenness or violence, cannot get certificates. The examination and the licence both require a fee. Teachers are appointed or dismissed by the Governor at the request of the school committee. Under the latest regulations of the department of education, teachers are divided into three classes, regular assistants and special. Regular assistants must be 20 and 18 years old for men and women respectively and assistants 17 and 18. Moral character and physical condition are carefully looked after in teachers. Certificates are granted by two methods. First on acount of higher study.
satisfaction and by examination. Special teachers always have to take examination. Certificates are all good for life but certificates of assistant teachers will lapse if not used for a year. Ordinary elementary teachers (both men and women) take the same examination, which includes, Ethics, Education, Japanese language, Arithmetic, Geography, History, Writing-drawing, Music, gymnastics, and sewing. The last four subjects may be omitted except that young women must always take examination in sewing. In the examination for certificiate to teach in higher elementary schools the requirements for males and females differ. For the young ladies only mathematics, science, household
management are added to these
subjects required for the ordinary
elementary certificate while in
addition to these the young men
are required to pass in Chinese
literature, Book-keeping, Natural
History, Physics and Chemistry.

All certificates are issued in the
perfect and are good only in the
perfect in which they are issued
but they may be endorsed or re-
issued by the official 7th the perfect.
The subjects that applicants for
assistant teachers certificates must
be examined in are presided
by Fire and Ken officials who com-
pare the examination authorities.
National certificates are issued
by the directors of education to persons
who have taught 10 years or to
graduates of the higher Normal
school who have taught 2 years. These are all good for life. Through all the regulations it is to be seen that the fire or ken governor is a very important school official. The vast majority of teachers are men and in age they range from 25-40. In 1896 out of 5,825-6 elementary teachers, 17,038 were between 25-80 years of age. 113-08 were between 20-25, 13,177 between 30-35, and 6,355 between 35-40. 30% of the elementary teachers of Japan are normal school graduates which is a larger % than New England can boast of. The salaries of teachers range from 10 to 100 yen. Assistant teachers received from 6 to 20 yen per month, special teachers from 8 to 40 yen, and regular teachers from 10 to 20 yen. 2 yen = 50 cts.
100 yen. After the first 5 years of service the regular gets 24 yen and the assistant 18 yen per year extra. For every additional 5 years the regular teacher gets 16 yen and the assistant 12 yen per year.

Before the last regulations the item of school support were fees, taxes, and gifts. All of the children paid fees in the ordinary elementary school of about 30 cents per month and in the higher elementary schools of about 11 cents per month. These fees meted about 1/3 of the total for public school expenditures. Parents were allowed to pay in kind or work out the tuition and poor parents were often released from paying fees. In cases where a union district could not support its schools or where a
village could not pay its share of the union district expenses. The perfect could be called upon to assist from the treasury. If the perfect was too poor the province had to help. In 1846 the fees amounted to $3,376,617, the taxes to $10,877,319 and gifts to $765,427. But the World's Fair Commission at St. Louis reported that fees are not usually charged but may be by the consent of the governor if the conditions warranted it. In case they were charged the fee was 20 cents per month in a municipal district and 10 cents per month in a village school. In the higher elementary school the fees may be 60 and 80 cents for the abolition of school fees is an important step forward. It affects general education for all classes.
Surely the elementary schools of Japan are accomplishing their purpose better than any other part of the system of state education. With its general, broad course and efficient teaching force it is very efficient and in the manner that it reaches is practically accomplishing its end that there shall not be an ignorant family or individual in Japan.

Some statistical tables:

<table>
<thead>
<tr>
<th>Year</th>
<th>School - Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>26,017</td>
<td>67,730</td>
</tr>
<tr>
<td>1901</td>
<td>27,610</td>
<td>102,700</td>
</tr>
<tr>
<td>1903</td>
<td>27,154</td>
<td></td>
</tr>
</tbody>
</table>

Japan compared with other countries. Japan has 4.760.000 pupils in schools. out of 34,980,000 population, which is 11 %. Great Britain has 5,791.
211 in school out of 33,821,415 people, which is 6.35%. Just 3,356,470 people in school out of 35,095,156 which is 9.5%. All States.

Just 13,370,718 people in school out of 66,087,909 people which is 20.14%.

School attendance and population:

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>School Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1885</td>
<td>3,182,232</td>
<td>6,413,854</td>
</tr>
<tr>
<td>1890</td>
<td>3,520,718</td>
<td>7,195,412</td>
</tr>
<tr>
<td>1895</td>
<td>4,338,067</td>
<td>7,083,143</td>
</tr>
<tr>
<td>1896</td>
<td>4,612,842</td>
<td>7,187,859</td>
</tr>
<tr>
<td>1901</td>
<td>4,980,604</td>
<td>7,560,886</td>
</tr>
</tbody>
</table>
Chapter V

Secondary Education.

It has been stated that the supplementary course of the elementary school was the forerunner of the middle schools. When the secondary schools were first defined in the ordinance of 1872 it was stated to be their object to give courses in general middle education. The purpose of the supplementary course was to give technical instruction one might almost say since they taught subjects that would aid one to make a living in some industry. It is true that today the secondary schools are expected to give such technical instruction, but their original purpose probably did not include that and
so we must look elsewhere for the origin of secondary schools. It seems reasonable that the idea was a foreign one. That the Japanese modelled these institutions after those that they found in foreign lands, giving general culture and fitting for the university which was what they wanted them for in Japan. Under the code of 1872 they were denominational middle schools and were separated into two divisions, a lower and higher, both giving a three year course. The first of these schools was established by the govt. at Osaka in 1872 as model institutions. But uniformity was a very slow growth. Local conditions modified these courses both
as to subjects taught and length of course. But the schools grew till the subjects of the courses became more general and the length gradually extended to the full six years. In 1856 a new imperial ordinance relating to secondary schools was published, it entirely reorganized the middle schools. The two divisions were entirely differentiated. They were now called ordinary middle and higher middle schools. It was planned to have a great many more of the former than the latter. In this regulation the purpose of secondary schools is clearly stated for the first time. It says "to prepare pupils either for practical occupations or for admission to the higher educ-
tional institutions. There were to be established 5 higher middle schools one in each department. These were to be under the direct control of the department of education. The ordinary middle schools were to be established in each Fin and Kem and to be controlled by Fin and Kem officials. A boy to be admitted to the ordinary middle school must have finished the elementary course or a preparatory course which was offered in some places and he must be of good moral character and strong physical constitution. Since 1872 there had been a great many more of the ordinary than of the higher middle schools but not as many as planned so that in 1886 it was added that every Fin and Kem must
support an ordinary middleschol.

From the fact that the ordinary middlescholas were the more common of the two, and that free public education was furnished to a large number and it became the policy of the people to lengthen this course in order to obtain two or three more years of general instruction without extra expense, in the home communities, so that the course in the ordinary schools gradually outgrew the other and it was finally fixed at 6 years in 1886, at the same time the higher middleschool course was shortened to two years. Both of these courses have had many changes but at present are definitely described by the
Ministry of Education. In 1883, there were 172 middle schools in which, as early as 1874, the teachers were required to be 25 years old. When the middle school was first formed, there were many schools of a special class in existence that taught Chinese and Japanese language and literature, Foreign languages or Medical Science. These were denominational modified middle schools. These existed for a few years disappeared either broadening their course and becoming regular ordinary middle schools or did the language schools or advancing their course and becoming a department in the higher schools as did the medical schools. A few of these
Modified middle language schools were established by the department of education with a lower and a higher division and a course ranging from two to six years and with a preparatory course of one year. These outside schools were supported by taxation and their graduates were admitted to the colleges of the Imperial University. But the Code of 1879 defined middle schools as institutions giving a general course and the modified schools had to close or take on private school status. Just as one cannot enter the ordinary middle schools without finishing the higher elementary course one cannot enter the higher middle schools without finishing the ordinary middle school.
course on a three years preparatory
and graduate of high middle
school cannot enter the uni-
versity unless they have had some
foreign language. So far as
could be determined, girls were
as much welcomed at the
universities of secondary schools
as boys. The girls regulations
are very strict about organization,
buildings, etc. By the Code of
1884 they made Ethics consisting
of the principles of human relations
and morals the core of the
course and other subjects were
related to it as far as possible.
Seniors in the ordinary middle
school are numbered from
5 to 1 and the freshmen enter
as the 6th class as do the French
boys and girls.
Instead of being one ordinary middle school in each Feng and Ken which would make about 30, they are much more widely distributed now. It is supposed that there is one in each prefect which would make nearly 300. The larger cities may support one or more according to their needs and the smaller cities may support one or the villages support one conjointly.

In 1872 the course of the ordinary middle school was found to contain Japanese language, arithmetic, ordinary writing, geography, history, foreign middle language, natural philosophy, draw school, geometry, algebra, bootkeeping course, natural history, chemistry, moral science, physiology and civil. By 1870 Chinese literature was added also, 1st and 2nd foreign
languages which mean English
and French on German, Agri-
culture, Trigonometry, geometries
while history was broadened from
Japan and China to the world. At
this time the course was planned
for 5 years. In 1897 the course was
made flexible and in order to
prepare for practical occupations
of life within the last year might
all be given to technical subjects
or the technical subjects pursued
to some extent for the entire course.
In the regular course we now
find hygiene, zoology, botany,
and electricity added. The amount
of English required is noticeable.
Proficiency study it 3 to 4
hours per week while the Chinese
and Japanese languages together
are required only 5 hours per week.
Twenty-eight hours of work are required in the classroom each week.

The course for the higher middle school in 1875 included Japanese and Foreign Languages, Physics, Algebra, Geometry, Trigonometry, Chemistry, Moral Science, Surveying, Political Economy, Zoology, Botany, Geology, Mineralogy, General Philosophy, and Astronomy. Two years were given to this course at this time. In 1878 it was reorganized and different courses were offered of different lengths. A preparatory course of 8 years was opened. The regular course for fitting one for the university was a 3 year course. In addition to the culture of 1875 several courses in mathematics...
history and thorough courses in
dynamics and drawing. A Medical
course of 4 years was offered. In 1899
there was a further specialization,
manifest in three schools, namely
in Law and Engineering have
been added to that of Medicine.
Strictly speaking these schools should
be classed as higher institutions
for they correspond to our colleges.
They will be treated further under
superior instruction and it need
only be said here that by royal
edicts in 1894 the higher
middle schools were reorgan-
ized and the term middle dropped.
They are not any longer a part of
the large number of schools
forming the secondary part of
the system of Japanese Education.
There were twenty private
ordinary middle schools in 1898 employing 342 teachers and enrolling 6662 students. These can be Ordinary
established by obtaining the consent of the authorities and establishing schools on a course in conformity with those
of the state schools and submitting to inspection by the govt. regularly.

The attendance in the ordinary
middle schools is limited to 400
each but under exceptional cir-
stances this can be increased
to 600. 5 to the maximum
limit for each class and 25:
is the class average, one out of
every 7000 of the population en-
roll in the higher middle schools.
Statistics will be appended at the
end of this chapter.

Every ordinary middle school is
supported out of the perpetual revenue.
Teachers in middle schools must be graduates of the university or one of the normal schools. It is seldom that an examination is given for licenses, but it can be done by the firm or Ken governor. These examinations are usually very kind. Specialists may be hired without examination or license. When the middle schools were first organized in 1872, they grew very slowly in numbers and efficiency for the first few years because teachers were both scarce and very deficient. At this early date “foreign languages” was the hobby of the Japanese and teachers of these could not be secured to staff the schools. The result was that they hired any scalawag foreigners that they could catch.
the course was well balanced but in practice the department dwarfed all others. As the cry for foreign languages died out the course became better balanced. Japanese teachers were able to supply the schools now. The early reparation for teachers provided that at least three of the instructors should be graduates of the Middle Normal School or an institution that never came into prominence.

so far as can be discovered,

<table>
<thead>
<tr>
<th>Year</th>
<th>Teachers</th>
<th>Pupils</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1883</td>
<td></td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>1886</td>
<td>1040</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>1890</td>
<td>678</td>
<td>11620</td>
<td>5-5-</td>
</tr>
<tr>
<td>1896</td>
<td>1719</td>
<td>40577</td>
<td>12-0</td>
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<tr>
<td>1897</td>
<td>2180</td>
<td>52442</td>
<td>15-5-</td>
</tr>
<tr>
<td>1899</td>
<td>3053</td>
<td>68868</td>
<td>19-0</td>
</tr>
<tr>
<td>1901</td>
<td>4233</td>
<td>88391</td>
<td>24-2</td>
</tr>
<tr>
<td>1903</td>
<td></td>
<td>80000</td>
<td>25-8</td>
</tr>
</tbody>
</table>
Three fifths of Ordinary Middle school graduates enter higher institutions. \( \frac{3}{5} \) of them enter the army, and \( \frac{1}{5} \) become teachers. Twenty-five percent of the pupils quit school before graduation.

The middle schools have very successfully reached two of the ends set before them but in the third they have just as conspicuously failed. Their graduates are very well fitted for the next step in the educational ladder, and also they are much better fitted for life than they otherwise could have been. But in the purpose in view when all religious influences were so clearly swept away from the school and they sought through ethics to give the child instruc-
in pure undeveloped morality, the failure has been a most vital one to the state. To call a man a liar is only a joke in Japan. One of the Japanese editors stigmatizes his people as the most untrustworthy on earth. Count Kabayama himself says that the young men of the present day are on a lower moral plane than those of 30 years ago. Before the industrial revolution, a time in which the most patriotic man in all Japan said that it looked as if corruption covered every part of public works and education.
Chapter VII
Superior Education.

It is intended in this chapter to make a study of the universities, higher schools and normal schools, in this at the educational germ from which the one great university of Japan, the Imperial University, grew is found in the middle ages in an institution founded by the Tokugawa shoguns. Very little can be determined about the purpose or organization of this school but it was probably founded by Ieyasu who gave his influence to other kinds of educational progress. It was remodelled in 1868 after
the restoration and all the educational agencies of the whole sun. Early
parante were placed under the uni-
vanced control as the university.

The principal to whom the uni-
vanced and all the responsibilities
of the national interests of the whole
province, was given was an American
Van Beek, who was called from
Nagasaki to be president of the
university. This emunery ar-
angement only lasted about
a year and a half. At the end
which time the department of

Education was organized and took
to itself the responsibilities of
the national interests. In
1871, Mr. Griffis who had just
arrived from America to teach
sciences in the province of

Echizen, visited the Imperial
University. The number of foreign
teachers was growing very rapidly. The pay was pretty good but the good furnished houses for the foreign teachers but the houses were very unattractive. At this early date there were 1,000 boys in attendance. The buildings were very uninspiring consisting of a long row of low sheds with three entrances for pupils, teachers, and officers respectively. Many of the foreign teachers were as disreputable as possible. The only qualification was a knowledge of some foreign tongue. Having this knowledge any globe-trotter or weary willie was literally forced into the Imperial Waltz. The teachers as a whole were very heterogeneous comprising the very best and
the worst. The officers may have been well-intentioned men, but they had a very narrow understanding of their duties. The pupils were ignorant, undisciplined and superstitious. This was at the very beginning of the university. Three years later Mr. Griffis again visited the university to be present at the dedication of new buildings. The Victors attended the dedicatory services and the picture is much more encouraging. The new buildings consisted of three wings 192 ft. long joined to a main building 324 ft. long. All together contained 79 rooms. 850 students had by 1874 adopted the American school uniform. The Foreign Language, which prepared students for the
university had 600 pupils and twenty teachers.

Since 1868 the university has seen many changes. Now it comprises the 4 professional departments besides technical schools. In 1873 technical courses were first added in engineering polytechnics and mining. The medical college was added in 1876 and the law school in 1886. The law school had formerly been a part of the machinery of the department of justice. In 1886 the university was reorganized and given the name Imperial, whereas it had been Tokyo Univ. before. At this time a three-year course was adopted for all the departments except that of medicine which gave a 4-year course at
a time when the schools of the United States had a much lower standard. A large part of its university growth has been by a method of absorption. A Technological school was absorbed in 1886 and in 1898 the Agricultural department was organized by the absorption of the Tokyo Agricultural College.
The law course was extended to 4 years in 1890, a standard not in Japan 16 yrs ago that K. W. has not reached yet.
There were 227 teachers and 1312 students in 1890. The school had graduated 118 pupils. The College of Agriculture attracted the statistic by largest enrollment. It numbered 1870 in 1893. The Law College came next with 301. The University Hall or the graduate department, in-
rolled 47 students. The Medical College was the heaviest expense of all the departments. It cost over one third of the total expense. Mr. Stoddard visited the Imperial University in 1898 and the following is a short statement of what he saw. 'In Tokyo, the buildings of the Imperial University cover 15-4 of ground and include admirable class rooms, dormitories, laboratories, & a hospital and residence for the faculty.' The University at this time had grown to six departments: both humanities and mathematical sciences, engineering, arts and philosophy, Oriental languages, medicine, and pharmacy and dentistry.

The purpose of the University as stated at present is the teaching...
of such arts and sciences as are required for the purposes of the state and the prosecution of original investigation in those arts and sciences. It is organized into a University Hall, Colleges either professional or Technical. There were in 1899 Organ-6 colleges, library, botanical garden, astronomical observatory, deacid laboratory, and two hospitals. The university is organized after the German model rather than the American, and favors of the original investigation. Its entrance examinations are severer than those of Harvard. Courses are classed as regular, elective and part graduate.

The University Hall is the foot
graduate department and was established for the purpose of original investigation early in the life of the university. This department had 47 students in 1870. Only graduates from the university colleges can enter and they are assigned their work under the supervision of a professor appointed by the president. This department comprises advanced work in all the different college lines. In 1870 the course was for two years now it is 3 years of which 2 years must be residence work. This course leads to what corresponds to our Ph.D. degree and there does not seem to be any degree between the A.B. & Ph.D. The Hall has grown wonderfully.
enrolling 467 students in 1902.

The Law course in the university is very thorough and practical. It is divided into two sections, Law and Political Economy. Each of these divisions gives four years of study. The Law course alone comprises Roman, English, French, and German law as well as Japanese. The Political Economy section includes the sciences of Political Economy and Sociology and the study of English, French, German, American, and Japanese institutions.

This department also includes two sections, Medicine & Pharmacy. The course in the former is for four years, and the latter is for three years. The Medical department is, very strong department.
having been organized by German
universities, physicians, and surgeons. The course is the same length
as the law but the medical
students do 1/3 more work than School
the laws in the 4 yrs given, The
Japanese seem to have a
special liking for medicine
for this school has received
the largest attendance and
support. Their doctors and
surgeons usually are ahead
of ours.

The college of Engineering in
1890 offered 18 courses as follows:
civil, mechanical and electrical
engineering, naval architecture
Technology of armor, Technology
of explosives, architecture, afflids
chemistry, mining, and metal-
working. Each of these courses ex-
tends three years. The engineering building of the Imperial Uni-
versity is far ahead of anything on this
Aread. American students might
well select this as a place to take
engineering courses, and in fact
some foreign students are enrolled
in this school. An experienced
said in 1880 that Tokyo had the Engineering
best equipped and most complete
engineering school in the world.
Most Bird tells me that the Japanese
are very proud of the Imperial Col-
lege of Engineering at Tokyo. The
building is one of the most modern
and practical in Japan, and the
people expect this school to soon
make them independent of for-
eigners for the accomplishment of
the engineering feats which are
necessary to make Japan one of
(Unbridled Tracks in Japan - Miss Bird)
the foremost nations of the world.

The College of Literature offered
9. 3-year courses in 1878 included other
5-year courses in philosophy, literature, college
history and languages. The College
of Science offered 5 courses in-
cluding mathematical, physical
and biological sciences. The
College of Agriculture offers several
three-year courses.

The officers of the Union are pres-
ident, councillors and clerks.
The councillors are appointed by
the minister of education for
a 5-year term, and have power Admin-
tive to change or add to the curriculum indo-

In each college the officers are
director, chief professor, professor
assistant professors, staff of dorm-
itories and clerks.

In 1893 the Pichardo established
123 full professorships, 28 in Medicine, 27 in Law, 21 in Engineering, 28 in Literature, 20 in Agriculture, 17 in Science. The catalogue of 1901-02 shows 3213 students. In 1901-02 31 professors were studying abroad.

Table showing the growth of the faculty and students in the different departments.

<table>
<thead>
<tr>
<th>Year</th>
<th>Law</th>
<th>Medicine</th>
<th>Engineering</th>
<th>Literature</th>
<th>Science</th>
<th>Agriculture</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1875-76</td>
<td>30</td>
<td>-129</td>
<td>43</td>
<td>0</td>
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<td></td>
</tr>
<tr>
<td>1880-81</td>
<td>106</td>
<td>-88</td>
<td>77</td>
<td>485</td>
<td>-1312</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1883-84</td>
<td>295</td>
<td>-219</td>
<td>102</td>
<td>249</td>
<td>-1620</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1885-86</td>
<td>345</td>
<td>-248</td>
<td>105</td>
<td>215</td>
<td>-1833</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1877-78</td>
<td>385</td>
<td>-278</td>
<td>105</td>
<td>232</td>
<td>2224</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1889-90</td>
<td>522</td>
<td>-302</td>
<td>68</td>
<td>340</td>
<td>9121</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University Hall

1890 | 1895 | 1896 | 1897 | 1902
47 | 105 | 156 | 174 | 467

Faculties
1883-84 26 | 19 | 28 | 95 | 0 | 134
1892-93 2 20-30 | 25 | 18 | 31 | 161
Looking at the table for students we see that in general the period of greatest growth is the last few years. This is true in every thing but science which is not enthusiastically studied by the Japanese. Law, Medicine, and the graduate school have grown quickly in the last years. Agriculture and medicine started with a rush and decrease in importance first. Taking on a steady growth, Engineering and literature have enjoyed a healthy growth from the start.

The degrees in Japan are in the main similar to those granted in America. At the end of the college course the degree gakushi corresponding to our A.B. is given.
and it is required for admission to the University Hall. When the 6-year postgraduate course is degree finished the degree Hakushiki is granted. This is equivalent to our doctor's degree. Upon those of the University Hall who have greatly distinguished themselves, the degree Shihakushiki may be conferred by the national cabinet upon the recommendation of the council of doctors. The gakushi degrees are granted from the different colleges in a they are called gakushi in literature or in law or etc. They do not have as many kinds of bachelor degrees nor do they have anything corresponding to our master's degree.

In 1897 the Department of Education established a University at Kyoto,
It opened with one college, that of engineering and science combined. In 1899, two colleges those of law and medicine were added but this school is so young that its future can not be foretold with assurance. The law school of this university has two courses similar to the Imperial University and 24 teachers. The Medical School course and 27 teachers. The college of engineering and science has 8 courses and 26 teachers. All the colleges give a 3-year course but medicine which gives 4 years. Permanent students can not stay longer than 8 years. The medical school and 6 years in the other college.

The higher schools of Japan correspond to the colleges in the U.S. They are of late origin. Previous
to 1893 they had always been called higher middle schools but in that year the middle was dropped because they were not intermediate in high school grade. Courses in the higher schools are not uniform. The organization is in departments and some have more departments than others. By far the greater percent of these schools have a medical department but their greatest energy is to prepare students for general admission to the Universities. In the University preparatory a 3 year course is of required but in the other departments a 4 year course is required. No degrees are granted in these schools. The University and the medical are the two popular den...
partments. As a class of schools they are not becoming more important. They are not growing very rapidly. In 1876 there were 7 of them with 335 professors and 435.6; and in 1896 there were 6 with 289 teachers and 4231 students. The course of study for the higher middle school which afterward became the higher schools, in 1875— Included Japanese and foreign languages, physics, algebra, geometry, trigonometry, chemistry, moral science, surveying, political economy, zoology, botany, geology, mineralogy, mental philosophy, and astronomy. Two years were given to the completion of this course at this time. In 1890 these schools were reorganized and different courses of different length were offered.
A preparatory course of three years was opened. The regular course for fitting for the university was advanced to three years and several courses in mathematics and history and thorough courses in dynamics and drawing were offered in addition to the course of 1876. A 4 year medical course was offered at this time. In 1879, there is a further specialization manifest in three schools of law and engineering are now organized. These schools is a grade of work corresponding to the last two years of our high school course and the first two years of our college course. They would be called college but it is preferable to preserve the term for the diploma of the university. At one time degree
were granted by these schools and fees are charged at the present time. There are 8 of these schools now and each costs 4,000 yen per year. These schools are directly under the control of the department of education and are supported from this center.

Medicine was one of the first sciences developed by the Japanese. Under the latter Tokugawa there were several medical schools under special patronage of the daimios. The work delivered by these schools hardly deserved the name scientific in their early history. In later years each of them had a hospital in connection and a 4 year course was given. There were 29 of these in 1885. They had always been supported by local taxation but in 1887 an ordinance was published forbid
writing local taxes to be used for this purpose, and all but three of these, which had private support, had to close. To fill the need of those who were thus thrown out of school, the medical course was re-established in the higher schools. But in the last few years the authorities have been separating the medical courses from the higher schools and forming special medical schools to which a thorough course in pharmacy was added.

In 1877 the Department of Public Works established in Tokyo a Fine Art school. This was reorganized in 1878. At present it has 4 courses, each requiring 5 years for completion.

Tokyo has a strong language school. It was organized in 1874.
offering 5 courses in foreign languages. English, French, German, Foreign Russian, & Chinese. In 1880 Carean Language was added and now Spanish School is taught. Each of these courses is 3 years in length.

It has been said that the Japanese have no ability for music. This is almost true when speaking of the common people. But many of the higher classes seek a musical education, and of late years music, music is being introduced in the public schools. There is a large music school in Tokyo that was established in 1880 under an American teacher. In his school a normal course is given to those who teach in public schools besides the regular vocal and instrumental course.
In this school at Tokyo, the beginnings of the education of teachers was very meager. The students of this school were divided into two clauses, juniors and seniors. The seniors were taught the elementary school subjects according to foreign methods and practiced teaching these same subjects to the juniors in this very elementary way at this comparatively early date. This school showed the two important elements of the training of teachers, the study of theory and the practice of teaching. As soon as the elementary school course was established which was in this same year 1872, instead of seniors practicing on juniors an elementary prac-
The school was made a part of the normal school. In 1873 the normal school course was put on a better foundation. The course was divided into a higher and a lower division, each requiring one year to finish. During this year two additional normal schools were established, one at Osaka and another at Miyagi. The graduates of these normal schools were sent to teach in the new normal schools that were forming and into the prefects to train classes of elementary teachers. In 1874 five new schools were formed, one each at Aichi, Hiroshima, Nagasaki, Niigata, and a feudal normal school at Tokyo.
eight schools were all under the support of the treasury of the
dept of education, and served as models for the new institu-
tions to be formed. In 1875 a
code was issued declaring that
each prefecture should establish
a normal school of its own.
Previous to this time the prov-
cial districts had received a
normal training for their own
teachers through an itinerary
system. Graduates of the good
normal schools travelled
about lecturing to educational
associations and classes of
teachers. This gradually became
more centralized and perma-
nent till the time and Ken Nor-
mal schools were organized.
These grew so rapidly that by
1877 the govt felt that it could
put a greater responsibility upon
them and in that year it abolished
three of its own institutions
and in the next year three more
leaving two in Tokyo as models
for normal schools for men
and women respectively. In
1877 the govt agreed to sub-
sidize each Fum and Ken nor-
mal school to the amount of
5,000 yen and 7,000 yen for the
three following years. In 1880
a code was issued making the
provincial normal schools the
sponsors for elementary teachers
and in 1881 a new code outlined
a standard course. The Tokyo nor-
mal school absorbed the Tokyo
Female Normal School in 1885
and at the same time all the
Female normal schools were merged with the others. From this on young men and young ladies are educated for teaching together. By 1885 the students who had been sent abroad for the study of normal schools began to return and to lend their influence to the cause of training teachers. In 1886 was promulgated the great imperial ordinance that embodied the main features of the present system for educating teachers. Schools were by this law organized into ordinary and higher normals schools on the other educational levels. Each higher normal school of which there were only one in Tokyo, and was
supported by the government. It was for the purpose of educating directors and teachers of the ordinary normal schools. Ordinary normal schools were to be formed in each town and supported by local taxation. They were for the purpose of training elementary teachers. In 1892 the Code of 1886 was revised, but no important changes were made. Some new and shorter courses were added to the regular course. The purpose of this was to produce more teachers for immediate service. A preparatory course was established continuing three years because the pupil finished the higher elementary course at 14 and if he was to be a teacher could not enter the normal till
he was 17. This filled the gap better than the middle school could.

About the only thing required for entrance to the Tokyo Normal in the early history of the institution was some knowledge of Chinese literature which the people then considered very important but this gradually grew less important each year and other modern subjects came to be required. The requirements for entrance to the Female Normal school were even less than those required by the main school. The age limit was 20 years for some schools and 14 or 15 for the Tokyo Female Normal school. When the Tokyo Normal school established its two year course for training middle school
teachers at the age limit from
18 to 25 years and stated that the
candidate must have had both
Chinese and Japanese literature
and English language and arith-
metric. In 1886, the regulations
for admission to the ordinary
normal schools were established
but were revised in 1889 declaring
that those who sought admission
to these schools should have fin-
ished the higher elementary and
the 17 to 20 years old for boys and
15 to 20 for girls. They must also
be regular residents of the Fuzo
Kan. Only a certain number
could be admitted each year
and each graduate had to serve the different local of-
sicers in the school of the
 prefect Fuzo Ken for 10 years.
During the early days of systematic education in Japan, the course of study in the normal schools was changing constantly and was different in several schools. In the earliest one-year course, we have seen that the only subjects taught were the elementary school subjects and that other subjects of a high school grade, only a few of which were taught, were very subsidiary. But in a few years these unimportant subjects became obligatory and the elementary school teacher received some secondary school training. Each of the normal schools formed its own course under the approval of the minister of education. In 1875, the Tokyo Normal School...
the oldest of them all formed its first course for training middle school teachers. This course was 2 years in length. In 1877 the same normal school lengthened its elementary teachers course to 2½ years and the course for middle school teachers to 3½ years. This gave 6½ years for a completion of both courses. The course for the Tokyo Female Normal School was at first placed at 5 years because there were hardly any requirements for admission. A preparatory course was added in 1877 and the main course was reduced to 3½ years. In 1880 the kindergarten training course became a part of the school course. In the provincial and Kenin normal schools the
course of study ranged from several weeks to six months during its first few years of their history. But their courses lengthened rapidly and by 1878 or 79 many were found that had extended their course to 2½ to 3 years. In 1881 a standard course was issued for the local normal schools that was divided into three grades: lower, intermediate, and higher, with courses of 1, 2½, and 4 years respectively. In 1883 quite important changes took place in both the Tokyo Normal and the Tokyo Female Normal schools. The lower and intermediate grades were dropped in both institutions, leaving the 4-year course in both as the standard. The course for both kinds of normal schools was
modernized in 1886. That of the ordinary normal school comprised, ethics, science, education, Japanese language, Chinese literature, English language, Mathematics, bookkeeping, geography, history, natural history, physics, chemistry, agriculture, manual work, writing, drawing, music, military exercises for boys and household management for girls. For 3 years till 1887 the boys and girls had to take the same course but in that year the work for girls was made lighter and the boys had to take the above course. The present course provides three years for girls and four years for boys. The higher normal school is divided into three sections, physical and chemical.
natural sciences and literature, each of which required three years. The ordinary normal school graduates now find positions in the elementary schools. Those who finish the higher normal course teach in the middle schools and the ordinary normal schools. But a large number of the university graduates teach in the higher and ordinary normal schools.

In the support of normal schools the government was forced to take the initiative; but later turned the schools over to the local authorities to support. Previously to 1876 the government alone supported the normal schools. The provincial schools that were formed then and afterward were supported by local taxation, except that the government subsidized.
them to the amount of 60,000 yen in 1877 and 70,000 yen in 1878-80. Until 1877-8 the eight provincial normal schools were supported normal by the joint but soon six of them were abolished and the other two in Tokyo remained under the support of the joint. We find that pupils in the Tokyo normal school were granted aid by the joint to cover their expenses from the time the school was first started. This has always been the custom ever since although the money comes from the provincial treasury sometimes. A few pupils are admitted to the course of both joint and provincial normal schools who pay their own expenses. Those who receive aid have to
agree to teach a stated number of
years under the direction of the

The latest statistics give 67 as
the number of ordinary normal
schools. Beerer gives 33 higher
normal schools and 5 training
schools but the St. Louis report
gives only 2 higher schools one in
Tokyo already mentioned con-
siderably and another at
Hiroshima. The St. Louis report
is probably correct and Beerer
has got his terms mixed and
means something else.
Chapter VII

Education of Women.

Woman in Japan holds a position far ahead of what she holds in any other oriental nation. Authentic Japanese history records the reigns of 9 Empresses. The chief deity of the Japanese is a woman. Upon the pages of history are the names of women in all kinds of arts. These are the reasons why she is above her Chinese and Indian neighbors. The things that have been the means of keeping her degraded as she still is are filial obedience, that is slavery and polygamy. There has been
in Japan a formal education for women for two centuries. This crude system can be divided into elementary and higher education. The girls of the higher social classes received their elementary training in their homes from tutors and governesses. This was entirely literary. The girls of the lower classes attended the private schools which were quite general in distribution. The higher education consisted of the study of a library of books upon the duties of women. The subjects studied were etiquette, moral household duties, letter writing and the memorizing of a hundred old poems. The girls who learned the Chinese writing were very few.
The Japanese are artists in dress decoration, and in entertaining.
The tea ceremony has been taught in Japan for many decades. It seemed to fill the place in Japan that some claim dancing does in the U.S. i.e. it gives a training in social etiquette and self-control. In old Japan children were taught to arrange flowers artistically. Flower painting is taught and practiced by the women.

The Hon. David Inouye early in the 1920s tried to impress upon the Japanese the importance of female education. He showed them in Japan how great men of the empire were to be trained by them in early years.
In 1876, Emperor advised that a few young women be sent abroad to the U.S. to study. The Emperor approved the plan and they were sent out in 1871. The general opinion of women at this time was that she had no understanding. Marquis, who said in a speech at San Francisco while the World's Exhibition was in America in 1873 that "we hope by educating our women to incure greater intelligence in the future generation.

Attendance in an elementary schools was allowed to girls from the first in 1872 and later it was made as compulsory as it was on the boys. The attendance of girls in the elementary schools in 1883 was 1,786. In 1890 it's...
increased to 106,769. in 1895 to 1,457,972 and in 1898 to 2,087,662. By 1890 only \( \frac{1}{3} \) of the girls were attending the elementary school that should have been. And by 1896 the attendance was still less than \( \frac{1}{2} \) of what it should have been, while in the same year 78\% of the boys were in attendance. By 1898 54\% of the girls went to school. From the first girls were admitted to the normal schools but the percent that claimed the privilege was small as compared with the boys. In 1896 there were 530 girls in normal schools and 5,689 boys going. The first Female Normal School of Tokyo had 1074 pupils.

Higher schools for girls were established in 1872. Two of them
were established at this time, one in Tokyo which was a Prefectural school and another in Kyoto which was a local prefectural school. The Prefectural and provincial schools grew to be as numerous by 1898 and 22 private schools of the same grade had appeared. The course of study was for 5 years and was uniform in the state schools. Because there was no uniformity in their courses the Prefectural began to discourage the private schools. The work done in these schools corresponded very closely to that done in the ordinary middle schools. About 1888 the Dept. of Education published regulations that were intended to furnish a model course for the prefects that were establishing such schools.
This course included, moral
Japanese or English language,
mathematics and science,
 geography, history, household
management, writing, draw-
ing, singing and gymnastics.
24 hours were required each
week for a 5-year course. More
time is given to household
management than any other
study. English comes second high
and is pursued 6 the for weeks. Girls
or 4 of the whole time. These school
schools do not take the girls
above the ordinary middle
school. This is the highest ed-
ucation furnished by the law
for girls while the boys receive
a course in the higher schools.

Table showing growth of these schools.
Year Don't Public - Private Teacher Pupils
1886-9 - 8 - 3 - 2 - 616
<table>
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<tr>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>Number 1</th>
<th>Number 2</th>
<th>Number 3</th>
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<td>04</td>
<td>22</td>
<td>311</td>
<td>3116</td>
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<tr>
<td>1895</td>
<td>8</td>
<td>07</td>
<td>6</td>
<td>174</td>
<td>2576</td>
</tr>
<tr>
<td>1896</td>
<td>8</td>
<td>17</td>
<td>8</td>
<td>389</td>
<td>8166</td>
</tr>
<tr>
<td>1900</td>
<td>8</td>
<td>36</td>
<td>7</td>
<td>639</td>
<td>11679</td>
</tr>
<tr>
<td>1901</td>
<td>1</td>
<td>61</td>
<td>8</td>
<td>958</td>
<td>17348</td>
</tr>
</tbody>
</table>

This table shows the decrease in importance of private higher female schools. The girls schools were retained till the provincial school became able to do the work and then disappeared in 1901. The growth of the public higher female schools and the increase in attendance shows the importance of these schools and that they educate the larger per cent of the girls who do not receive higher training in large numbers.

The Tokyo Woman's Higher Normal school was established in 1874.
It trains teachers for positions in the higher girls schools and for Tokyo's Normal schools. The expenses of the students as well as the Normal running expenses of the school are paid out of the treasury of the Department of Education. The course of study is for 5 years and the graduates are required to work under government supervision for 5 years.

There was a new movement toward higher education of women in 1901. A plan was originated with the Marunouchi Women's University. The school had been organized and is endowed and supported by the Japanese. It opened with 600 girls in its preparatory department. It is the object of the officers to be able to reduce the attendance.
in the preparatory dept and to strengthen the college dept. The latest accounts say that this school has 100 girls in attendance from all parts of the empire.

Very early the influence of the wives of missionaries was felt in Japan. They were bright examples for Japanese womanhood and also teachers. In classes of girls and young women, in 1867, Miss Hepburn and in 1873, Miss Carrothers began the work of pioneers in this line. A seminary was established in Yokohama where Miss Hepburn and Miss Kidder taught. In 1875 the Kobe Girls College was established by the Methodist church. This has always been a strong school. Japanese entered
1890 to the first building of this school. It is now the great Mission-
college for women in Japan.

The missionaries also built a large girls college in Togasaki.

In 1890 there were 37 girls schools under the control of missionaries,
that had 1,249 pupils in attendance.

Over half of the Mission schools are boarding schools. The
schools have good buildings and are well patronised.

The Empress Harukawa is a great
patron of female education. She
has established the Peacocks school
in Tokyo which had 364 daughters. Empress

of mobility taking a 12-year course.

The demand for women teachers
in public schools and private
schools, is rapidly growing al-
though it cannot be supplied
because the ratio of attendence in the normal schools is 6:1. Women School.

In the report of 1898 there were 15000 women teaching in Japan. In the higher female schools about 2/3 of the teachers are women.

There are those in Japan who doubt the good results of female education. They claim that the system of female education develops vitiiated tastes, lack of refinement in manner and speech, forwardness and conceit, unfitness for the duties of home life which ¾ of the girls have before them, and personal vanity and high living. The same argument is made against the mission schools for girls. Here the girls learn foreign
forms I dread, eating, sleeping and manners that tend to make them feel out of place in their own homes. It is answered, though, that these facts are not true of the mission schools. One serious drawback to female education is the usual custom of getting married at about 16 years old. The majority of parents are anxious to get their daughters in homes of their own, and this makes education less necessary. In educating the Japanese woman the five charm of manners and etiquette and hospitality must not be driven out for the task and business manners of the western woman.
Chapter VIII

Technical Education

The word technical as used here includes all schools of the dept of education and other dept that fits one to work for a living and excludes all professional. The importance of technical education seems to have dawned upon the Japanese mind very early. This chapter will include the military and naval schools the agricultural the commercial the engineering schools and the trade schools. In each of the schools great emphasis is put upon the practical side of education and thus the two sides are developed together.
The usual fault of leaving the practical instruction till one leaves school is corrected in Japan. In Japanese technical schools the course is full and long. The technical education is not narrow but broad and liberal. The great growth of interest in these schools of late years shown by the increasing enrollment is a most favorable sign for the nation. In 1893 there were 3 military, 1 naval, 2 commercial, 1 Technical, 8 telegraph, 11 agriculture and 11 engineering schools in Japan an area not larger than France. Following the Japanese custom we will divide technical instruction into two classes, ordinary and higher.
The higher will include the higher Commercial school, Sapporo Agriculture school, and the Technical schools of Tokyo and Osaka. Commercial schools seem to be the most popular in number with Agriculture second and Manufacturing third. Technical is used in a special sense by the Japanese to refer to manufacturing schools, and we have coincided in that sense in the names of these schools in Tokyo and Osaka.

If we take a broad view of technical education, we see a complete system side by side with that of general education. Technical education has its primary schools, its middle schools, and its higher schools for training teachers and experts.
It gives a boy or girl the opportunity of going just as far or as little as in any one kind of industrial education as well as in a general course. This system is largely composed of public schools and is supported by local and state central governments.

Technical instruction is begun in Japan in the kindergarten in the handicrafts and sewing that is taught. Instruction is continued in these subjects through the elementary and secondary schools. In the elementary schools the girls learn to cut and sew and mend garments, and instruction is also given in a few elementary household duties. For boys the elementary manual training courses of
paper, thread, clay, and straw
work and the making of useful technical
articles in paper, clay, wood, plastic
bamboo and some of the metal. Elementary
Pupils who in addition take
courses in technical continued
education schools or lower kinds
of agriculture or commercial
schools are not required
to take this work. In the middle
schools agriculture or commerce
may be taught in the regular
school under general support.
Whether either or neither
would depend upon the needs
and location of the community.
The above course must be
offered for only the last two
years of the five-year course. Tech-
nical instruction is even
found in the normal schools.
the reason being, of course, that
the elementary and secondary
teachers of the regular schools
may have to teach it. Students
in the ordinary normal school
are required to take during
the 4 year course the equivalent
of 11 hrs per week for one year
in either foreign languages,
agriculture, commerce, or
manual training. In each
of these subjects there is also
offered a class in methods of
teaching. In the higher-middle
schools the work is departmen-
tal and the technical depts.
are engineering, agriculture,
forestry and veterinary science.
The higher female schools
pursue a course in household
management through a 6 year
course, 4 hours per week is required for the first three years and 8 for the 4th and 5th year. In this course, sewing from the simplest to the most intricate is studied, and cooking, housecleaning, home economics and education.

The higher technical institutions, including the three agriculture and two commercial schools, are under the support of the dept. of education. The fisheries school is supported and controlled by the dept. of agriculture. The naval college is maintained by the dept. of communications. Support of the three higher technical or technical industrial or manufacturing Education schools are maintained by the dept. of education. The middle
and lower class of technical schools are supported by the prefect or the local community. In 1894 the government began its policy of subsidizing the technical schools that were doing a worthy work. At that time the amount was 15,000 yen to be distributed. Those schools who could draw on this were the those supported by the prefects and those maintained by an agricultural or commercial association. This sum was gradually increased to 32,000 yen. Instead of there being only 40 enjoying its benefits as there was in 1894, there are over 400 that receive aid at present. It usually furnished about 16% to 25% of the expenses of these schools. There is a large sum
of these schools established by associations either agricultural or commercial.

Teaching in technical schools is quite a profession and preparing these teachers is quite a task. The Dept of Education issued a set of regulations for technical teachers in 1899. The majority of teachers for the lower technical schools are trained in technical schools. Those who have to handle a few technical courses in the elementary or ordinary middle schools are trained in normal schools. Those that teach only technical subjects must be fully prepared while with those that teach a class or two the training
is superficial and the teaching sort of a makeshift. Teachers for the middle and higher technical schools are educated in the teachers courses in addition to the regular course, that are given in the higher technical schools. The number of graduates of technical schools who are willing to become teachers of these subjects seems to be small for the supply of teachers is so insufficient that the dept offers as an inducement to those who will become teachers after graduation, to pay them 600 rupees per month while they are pursuing their regular technical courses. This subsidy is offered to students in the college.
agriculture in Imperial Univ.,
the Tokyo Commercial School, Tokyo Technical School, Tokyo Nautical College, Fishery School and one or two other schools.

In the Tokyo Technical School which is an industrial school the object is to fit men to enter factories as experts. Its courses include electrical engineering, air. Tokyo industrial training technical engineering. In connection with school there is an apprentices school that gives training in the trades. In addition there is a Technical Institute whose purpose is to train technical teachers.

Osaka also has a high grade technical school which offers a four year course and in
1898. enrolled 112 students.

A higher technical school was established in Kista in 1902. It trains those who want to enter Kista the manufacturing industry. Technical or teach in technical schools. School. It gives courses in dyeing, weaving, or designing.

But there lower technical schools also as higher and there are institutions that are established lower in the suburbs. They constitute technical the secondary part of the system schools of technical schools. They began to be established about 1890. At present there are about 237 of them. These schools give a general course in addition to special studies offered. These special studies are usually metal work, ship building, electricity.
wood work, mining and dyeing.

The course ranges from 2 to 3 years in the different prefectures.

The technical continuation schools offer primary technical instruction, which is given for one or two or three years immediately after following the completion of the elementary schools. The act regulating these schools was published in 1893. There are now 221 of them.

The course ranges from six months to 3 years. These offer technical courses not only in manufacturing but in agriculture, commerce, or fishing. The authorities have the privilege of charging a small tuition fee of about 15 cents. In many places the teachers in these
schools are the teachers in the regular schools. The course in the technical continuation schools is taught outside of regular school hours. A large number of teachers are prepared for this work in summer schools organized by the dept, Pedagogy.

To enter these courses in the continuation schools pupils must have finished the lower elementary school but not the higher.

Another class of technical schools that are quite prominent is the apprentice schools. These are designed to train mechanics in an elementary way. The higher instruction of the same kind is given in the mechanical engineering courses. These schools
are attached to the elementary schools. They may be established in either the prefect or the commune. In the regulation of the length of course, subject, and the subjects taught they are schools not uniformly organized yet. At present the course ranges from 6 months to 4 years. The subjects are mostly optional and depend on local demand. The teaching may be done on Saturdays, in the evenings, or may be limited to a certain season of the year. The schools seem to be intended for the boys who cannot afford to go through the middle schools, but cannot go to work after they have passed the compulsory age limit. These schools are 21 in number.

The Tokyo Commercial school is
the oldest and strongest of the higher commercial schools. Its earliest beginnings are found in a private commercial school founded in 1874. This school was combined with a couple other Tokyo institutions in 1885. It had been re-Tokyo named and reorganized as commercial times since. Its courses civil now divided into two years: school, preparatory and three years regu- gular and one year post- graduate. The schools tries to make its sphere higher in struction, by placing less em-phasis on its preparatory depts. Its graduates are always able to secure responsible positions. Another higher commercial school was established in Kobe in 1903. Its organization is
identical with the Tokyo school but it has a field of its own being situated in a different part of the empire.
All commercial schools other than higher schools are placed in two classes, A and B. Class A gives instruction of a secondary kind. These schools are found in each prefect. The first of Secondary there were founded in 1844. The entrance requirements are in the finishing of the eight years' school of work in the elementary school. The course in these schools is usually 2 or 3 years in length. Schools of class B give elementary technical commercial instruction. Pupils must be 10 years old and have finished the 4 years of the lower primary school. The course is for three years or less and the schools are also established in the prefect or the commune. It is probable that these
schools meet the requirements of the compulsory school laws. Primary that the pupils do not have to attend the higher elementary schools. It may be that attendance at the commercial school would be a valid excuse for absence from the regular school. If this were not true the instruction would have to be given at irregular times and the same teachers would probably teach in both schools.

The Japanese went had made many efforts to educate its farmers, before 1890 by model farms, experiment stations, exhibitions, distributions, seeds, importation of new seeds and plants, and agricultural schools with courses by foreign teachers.
But owing to the system of land tenure, i.e., each farmer holding several small patches in different locations, poor seed, lack of scientific knowledge of planting, tilling, and reaping and to large amounts of uncultivated land, Japanese agriculture is not advanced as it ought to be. The Japanese have the poorest seed in the world because they plant it in such a way that it does not ripen evenly and hence part of the seed is shriveled. Japan needs far more than a few specialists who know how to farm and to teach agriculture. She needs a host of young men who know the simple fundamental principles of agriculture and will go out and lead the people.
The year 1875 marks the beginning of agricultural schools. At this early date there were local schools giving courses in agriculture that must have been very elementary in their work. The Dept of education published the general regulations for agricultural schools in 1883. These regulations divided the agricultural schools into two classes A & B as the commercial schools had been classified. Class A schools were designed to teach people who were already farmers a short practical course that would be of immediate benefit to them. Class B was not so practical but introduced considerable theory in courses on different economical subjects.
In addition it gave courses in a great many general subjects corresponding to the lower middle school subjects. This last seems to indicate that this class of school was a combined class including the technical and general features it covered 3 years. Previous to 1880 the college offered that in case of land needed the college would furnish it at a small amount of rent and that it should be free from taxation. By 1880 there were 7 schools of class B organized. This latter class later the boys that have just finished the elementary school and puts them through a 2 (or) 3 or 4 year course and in addition furnishing a short practical course for farmers who cannot reach
the school, 3rd class 4th. This latter course is for one year only.
School 3, class 4, seems to be organized for the purpose of giving
training to those who cannot leave the farm but for a short
time.

Higher instruction in agriculture is given in the agricultural
department of the Imperial University and
the Daffa Agricultural College.
The former was organized in 1890 and began its history with
the large enrollment of 485. The
Tokyo Technical School a third that
offers higher agricultural education
had not intended to offer courses
in agriculture but in 1880 had 427
students pursuing such courses.
In 1898 there were 216 students stud-
ying agriculture at the Imperial
University. There were some agricultural courses offered in University Hall.

The Laffers Agricultural College, Agricultural has two divisions, agriculture and education, engineering. 30 acres land $125,000. The courses are both thorough and practical and cover 4 years. It had 1870 students in 1875.

In connection with the agricultural dept of the Imperial Uni. are given courses in forestry, horse shoeing and veterinary science. It contains laboratories and farms for experiments and a hospital for the study of diseases of stock. The Laffers Agricultural College dates from 1873. This school gives a preparatory course of 8 years, train

ing courses in military science.
and agriculture are also offered. The farm of this school is quite large and comprises both arable and forest land. A large tract is given to experimental gardening and the institution has a large appropriate museum. Thus has been a third institution for higher agricultural instruction, established recently (1903) in Muroto.

One of the most important occupations of the Japanese is fishing. This industry cumulates almost 75 million yen per year to the people. Education in this Fishing industry is flate development. Schools there is one institution that gives higher instruction in the art and fine that other ordinary courses. These schools
are under the control of the department of agriculture and commerce. Being surrounded on all sides by water, the Japanese have need of becoming trained seamen, and so we find several naval schools. These schools like the agricultural and commercial are divided into two classes A and B, and are under the supervision of the department of education. Schools of class A train seamen of the higher class. They give courses in navigation and engineering with some general courses added. They admit pupils who have had some ordinary middle school work. There are seven of these schools at present. They are supported by prefects that border
on the sea and so have a demand for seamen. About 900 students pursue these courses at present. Schools of class B are to educate a lower class of seamen. Their course is manually not more than two years in length. They admit those who have finished the elementary school curriculum. But these schools are very few in numbers and in fact we could not find where a single one had been established but they have been fully provided for and their students come if they can by this time. The people probably object to the extra expense and think that the sailors can get their training by practical experience. There is a higher nautical college under the control of the
deficient communication but we could find nothing concerning it.

Japan is ahead of most of the civilized nations in the care and protection of her forests.

As early as 1862 courses in forestry were taught in Tokyo. At present there are 62 schools teaching this and related subjects. All three of the higher agricultural colleges give thorough courses in these subjects. There are also 5 technical schools of a secondary grade that teach forestry. The remainder of the schools that teach forestry are local schools giving instruction of an elementary grade. About 2/3 of these schools receive a share in the government subsidy. In addition to these
there is a forestry training school in connection with the Forestry Experimental station at Meguro. This is controlled by the department of agriculture and commerce and trains men to be superintendents of forest and forest engineers.

The department of communication supports and controls a post and telegraph school. This school began in 1869 when a group of students were selected and placed under a teacher who gave them courses in old-style telegraphy. In 1873 it became a regular school with a building of its own in Tokyo and a branch school at Aomori. The branch was finally abolished and the
main school became the Tokyo Telegraph School. The course was broadened to include besides a knowledge of telegraphy several courses in electricity. In 1890 a course was added to qualify pupils for managing the postal service. In 1897 the requirements for admission was graduation from the ordinary middle school. The course of study is for 3 years in each division, and one year in an electrical teachers training course. Graduates from either course were required to serve the government for 5 years. By 1908 this school had graduated 2255 students.

Naval education was begun by the govt before military ed.
creation which may seem a little strange since it is hard to see the need for many in Japan at the early date of 1871 when the Imperial Naval College was established. But the army had been probably organized and trained for centuries back and they did not feel the need of a military school yet. During the year 1871 this school employed 81 officers and teachers and enrolled 198 students in both the preparatory and regular classes combined. This school is devoted entirely to its development by English naval officers, 3 of whom are on its teaching staff. In connection with this school for
Training Naval Surgeons.

The naval service also has schools for training its engineers, its non-commissioned officers and privates, paymasters, gunners and torpedoists.

The military department has 14 educational institutions under its care including a college for superior and one for subordnate officers; schools for artillery, men, engineers, cavalrymen, and infantry privates, schools for paymasters, naval surgeons, veterinary surgeons, and schools for musicians and mechanics; and gunners both field and fort, and besides seven military preparatory schools for training men for
entrance to the higher military schools.

Besides the regular schools maintained the depts. of communications, manufacturing and of agriculture and commerce so all they can to encourage the dissemination of fundamental knowledge on subjects that they are interested in. For example the dept. of agriculture and commerce establishes separate experiment stations and local experiment farms, holds farmer institutes both local and prefectural and holds institutes both local and prefectural on agriculture and sends out itinerating lecturers on agric-
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