

The Development of Education in Japan

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in Japan."



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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 Shintoism 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 think yet that their

Emperor is descended from the sun and so 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 foes or internal dissensions 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 6-7-and 8th centuries. Shintoism had no moral code but it stood for purity, cleanliness and atheism in addition to blind devotion to country.

Suppose that Shintoism was native to Japan. In that case Chinese 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 sifted 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 475 a Korean tutor was appointed for the imperial prince and that in 430 Koreans 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 Korea of religion, art or science came from Korea. 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 a 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 ways 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, ^{influences of} geometry, arithmetic, decimals ^{Hindooism} 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 Schopenhauer and Hartmann. The Buddhistic doctrines travelled north to China and in the sixth century entered Japan with portions of the Hindoo civilization. They spread these doctrines and studies abroad through their temples and monasteries.

Buddhistic civilization did not enter Japan at a jump 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 disseminating the new doctrine and new 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.

pectus that Japan ever received
 from China. At the same time
 that the Buddhist idols and canon Early
 entered a small element of Influence
 Chinese Confucianism entered. Confucius.
 This element is found in the
 ethics that were taught at this
 time.

According to Japanese mythology
 Japan and Corea had been more or
 less related since the centuries be-
 fore Christ. but we know for a Japan
 certainty that by the second cen- Corea
 tury Japan had exacted tribute
 from Corea. In 249 A.D. a Japanese
 general was sent to Corea to as-
 sist one faction of the state
 against another. In 285 A.D. Wani
 a Korean scholar was imported
 to instruct the heir apparent of

Japan in Chinese letters and the Ethics of Confucius. In 403 the Japanese court chose a Korean annalist. Tailors came in 471, architects in 493. In 512 a body of learned men came to live at the Japanese court. In 552 says "Griffie" doctors diviners astronomers and mathematicians entered Japan.

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

*The Mikado's Empire - 2 vols Griffie

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 ^{and} 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

*The Mikado's Empire Griffis

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, Buddhist matists, peacemakers and med. Education iators," 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

¹¹ 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.

Federalism was established in Japan in about the eighth century. It made the classes very distinct. The Daimios or fudai 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 Samurais 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 empire. They were not only for the enlightenment of converts - but in more than 1000 temples in Japan were schools for children of the middle classes where read- The Temple School

ing writing and number work were taught.

The ancient school house 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 so 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

The
Ancient
School
house

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 artesian

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 so he worked to stifle individual ability. All that the child was given the privilege of knowing was 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

The Old School Teacher.

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 characters 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 pupils life was all imitation.

The Japanese early became interested in mathematics which was brought to Japan by the Buddhists. In the 17th cen. Math-
 ematics they were working on the value of (π) pi which during the next

half century was solved to the 49th decimal place. The Imperial U-Kobo. 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.

Michizane followed Kobo in pushing the same kind of work. Monastic game 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 Kioto was the capital and it became an important educational center. Court life with its refined manners Kioto grace and etiquette is partly the cause of this supremacy. Many noblemen sent their sons to Kioto 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 beaut.

iful 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, ^{was also an important educational center} 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

Things Japanese - Chamberlain - P 958

What
Buddhism
did.

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. How
Buddhism
Worked.
First by teaching. The rulers neglected all teaching and the priest carried the burden specially 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

perized loved and studied by the nation

The next wave of foreign influence that struck Japan was Roman Catholicism. Roman Catholicism
 Marco Polo was the first European to hear of Japan. While he was at the court of the Great Khan 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 Ajiro with him who earnestly pleaded

to be allowed to go. Anjio 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 pope 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 sifting 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 till 1620 and taught the Japanese a 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 excel and in literary culture

Expulsion
of
Christians.

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 of} the ruling shoguns. At the fall ^{Confucianism.} of the Ming dynasty in China in 1644 and the accession of the Tartars, great numbers 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 Iyeyasu (1603-1620) shogun Iyeyasu 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 lent every effort to developing intellectual culture. He established a college at Yedo. 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 by as Shintoism. Everything now is bent to the introduction of Chinese learning.

Iyeyasu ordered the Chinese classics to be printed and translated. Confucius 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. I 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 that 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 Confucius anything was a crime. Concerning the education of women, they said, "It is no undesirable 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 ~~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 impetus 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.

or 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 Ku and the Hyoga Ku.

Samurai
class.

Interest in history was greatly
increased by the writings of Prince
Mito (1622-1700). With his assistants
he wrote the "Dai Nihon 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 studied
in the original and published.

Mito

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

Sanyo

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 were 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 ²⁷Com. of Education for 1890-91 that seven tenths 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. ^xDr. Peery thinks that they are practical rather than speculative. If they have any philosophical powers and it seems 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

Philosophical Ability.

²⁷Report of Commissioner of Education in the U.S., 1890-91
^xList of Japan - Peery.

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 race 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 ^{at} ~~the~~ ^{Dejima} ~~Dejima~~. only Europeans who were allowed any intercourse whatever. They were given a small island in the harbor of Nagasaki called Dejima 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 wars 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. Oliphant
 who tells the story of Lord Elgin's
 mission to Japan for the English govt
 in 1857-8-9 quotes two authorities
 to show that there was quite a sys-
 tem of education in Japan for
 both sexes when Xavier arrived
 in 1549. It is said that there were
 four academies in Miako (Kioto)
 Lord Elgin's Mission to Japan - Oliphant

Early
 Education.

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 they correspond exactly with the Japanese writer.

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

After 1780 the government was divided into boards as follows. 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 instruc-
 tion. Under this department there
 were four chairs of instruction, ^{System} in
 history, including that of China ^{Government} ja-
 pan and a part of that of India
 and Ceylon, religion, law, ^{and} juris-
 prudence, 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 ^{Dr} Dickson shows
 a great many educational tendencies of this age
 History of Japan - Dickson - 1906.

The Samurai, soldier scholar class, developed from the fusion of Confucian learning and Japanese civil warfare, have been the mainstay of the empire. They destroyed feudalism in 1868, welcomed western learning and sent their sons to western lands to be educated.

Previous to 1868 there were four classes of elementary educational institutions, ¹¹ The Hangan, Kyogaku, Shijuku and the Terakoya. The first of these was the institution of the feudal lord, daimio. 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

¹¹ Outline of Modern Education in Japan.

several districts of a feudal province under the control of a Taifu 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 classes and sometimes of the lower classes. These were supported sometimes as the Hanguaku and sometimes at public expense. The course of study was the same in both of the above schools. It was composed of the three ris. and lasted for six or seven years. The latter two of these schools the Shijuku and the Terakoya 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

Feudal
Education,

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 not uniform was charged each pupil for the maintenance of the institution.

Old Japan had three classes of students. First the court nobles, the ^{class} of literati, who lived at Kioto. Second ^{of} scholars, the priests who were the writers of the Buddhist literature and the teachers 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 dev-

elopment of early Japan. Shintoism, the synonym for patriotism, Buddhism the introducer of philosophy, Confucianism which brought an ethical code, ^{and} Christianity with 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 Com. 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 ^{Purpose} the period between 1853-4, the time of Com. Perry's visit to Japan and 1871 the time of the establishment of the Monbusho (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. Perry's Victory

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, friendships. Katoen who has been Sec. of the Navy. said "A people who had such power and yet could be so kind surely 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 languages 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 these 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 govt of foreign nations were discussed. Fukuzawa was the greatest of these. He wrote of his observations in Europe which had a circulation of 250000 copies. His great work Fukuzawa, is "Promotion of Learning" in 17 vol which had a sale of 200000 sets. More will be said of this man in a chapter dealing with modern times.

Joseph Hardy Meesima is another man of the same stamp. Neither of these two men would accept any govt office. Meesima came to America in 1865 and studied for 10 years Meesima 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.

Nakamura was a third important school master of Japan. His

pen has done a great deal for his country. He has written books on Christianity and Religious Freedom that Nakamura have had great influence at the court in stopping the progress of Shintoism. His translations of John Stuart Mill's work "Essay on Liberty" and similar "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 8 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 Satsuma 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 ^{Prince}
 energies were spent in encouraging ^{of} Satsuma
 the study of languages literature
 and history, in developing the
 material resources of his provinces
 in perfecting the military organ-
 ization, in encouraging the study
 of the science of war through the
 Dutch and English languages, in
 smuggling young men out of his
 provinces and sending them to Europe
 and America to study contrary to
 the laws of the shoguns and in
 establishing cannon 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, Okubo and Katsura are among them. After the battle of Fushimi which close 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 far throughout the whole world. From this time on Japan advanced rapidly to her position among the nations.

* Stoddard thinks it a wonderful thing that Japan should throw aside her feudal govt, put the ruling class out of social position and out of occupation, adopt foreign methods and manners and systems of education and govt without a violent revolution. The Samurai who were the feudal lords lost rank

fame, wealth livelihood and had
 to submit to a constitution when
 feudalism was destroyed. There
 are three things that helped to ac-
 count for Japan's ability to do this.
 First, the blind unselfish patriot-
 ism of the Daimyos to the Mikado.
 Second, the desire of the Japanese
 to imitate particularly when they
 find that some one has something
 better than they have. Third, the ex-
 istence of certain leaders such
 as Fukuzawa who had been to foreign
 land and were advocating the
 adoption of foreign ideas. This com-
 plete change of the Japanese in a de-
 cade almost from native govt man-
 ners and custom to the foreign govt
 manners and systems is consid-
 ered 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 American waifs but was not allowed to enter, ⁱⁿ 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 Peninsula and her noblest efforts shall find a becoming theater there." This has been literally fulfilled today in many ways. Heo 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 '40's and became the first teacher of English in Japan. After the conclusion of the treaty by Com. 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 mis-
 sionary 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. An Englishman says
 "No less a feat than the reform of the
 entire educational system was
 chiefly the work of a handful of
 Americans. One of these men or-
 ganized 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. Verbeek was called to Tokio to be a counsellor to the whole govt and president of the Imperial University, He it was who as head of the board of education, a part of the Imperial University, planned the 1st system 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 pump and blasting for working in mines. Almost the entire mining industry of the country has been developed by Americans.

On invitation of Townsend Harris a Japanese commission was

sent to America before 1860. One
 effect of this visit was the estab- American
 lishing of schools at court in Commission
 which young noblemen were
 taught the principles of govt.

Ibuka president of the Meiji Shikun
 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 na-
 tions for her own adoption.

It was during this period that Japan
 began sending students to the West. Students
 in nations. In 1859 the policy first

went into effect and some of its young men were sent to Holland to begin the study of law navigation and shipbuilding. Between this and 1873 over 200 Japanese students had gone to foreign lands for study, America getting her portion. The first delegation came to the U.S. in 1868 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 gov't but came on their ^{own} accord and supported themselves.

The Tea school is a very interesting phase of Japanese life. There is a regular teacher who has his pupils come singly. Each pupil must make the tea and what is much

more important go through all the necessary bows and complimentary phrases in sewing it. There are a number of men and women present always who watch the making and sewing of the tea. This is a school for girl alone who must learn to do the work daintily and nicely. This presents to me the great stress place upon outward ceremonial by the Japanese which Griffis says has been taught by ages of farce and the sword.

"Mr Griffis was called to Japan in 1870 to be principal of a school in Fukuoka where he was to teach science. He says that the respect of pupils for their teachers is something remarkable. That this is a distinctive Japanese trait cannot be doubted

"The Mikado's Empire - Griffis - 2 vol.

for we find it mentioned in every ^{Respect} of article that is written on the Japanese Japanese school life. Their bows "good pupils. mornings" and respectful attentions are far ahead of our American pupils.

After the battle of Fushimi the capital was changed to Tokyo and the educational forces were united into the Imperial University, ~~under three divisions~~. Verbeck 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 in this early formative period of Japan

had translated the Code Napoleon, The Blackstone's Commentaries, Humboldt's Cosmos and Wheaton, Pervy's Imperial University and Bluntich's treatises on Politics and International Law into Japanese. Griffis gives an interesting account of a visit to this Imperial University in 1870. The children wore the native costume with shaved head and two swords which showed that they were of the noble class. They carried slate and copybooks with inkbottles. Their wooden shoes made a great noise when they were dismissed. There were a thousand in the school at this time all of whom were active and restless and all of 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 Fukuoka. He was very graciously received and housed in American style. He was very much surprised to find a school in the Mikado's Empire - vol. 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 ⁱⁿ its library translated from the English and Dutch and also made practical experiments of its own in miniature with the troupe. 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 bundles and bowing to the floor left the room and went to check room where they got their swords and cloge 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 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 (Krombasha) was formed as one of eight parts of the cabinet system of gov't. The organization of this department was changed many times but these changes have been immaterial. In 1885 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 bureaus.

In 1872 there were 3 vice-ministers 19 assistants, 72 directors and 115- Dep't
clerks. An academy has been organ- Education
ized 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 *União* do. The seven different departments are treasury, public documents, compilation, teachers licenses, teach-

and pensions, reports, ^{and} records. The duties of the department are ^{the} 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 text books, 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 the Bureau of General School Affairs, indicates its re-

sponsibility by its name. Normal schools, Elementary schools, Kindergartens, school attendance and school officers are its wards. The Department of Education has no control over schools maintained by other departments of the govt as naval schools, military schools, agricultural schools and etc. 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

Okai Takato	1871-74	Ministers
Kido (of) Takyoichi	1874-74-80	Education
Tanaka Fujimaro	1874-78	
Saigo Tsugumichi	1878-78-79	
Tanaka Fujimaro	1878-79	
Terashima Munenori	1879-80	

* Modern Outlines of Education in Japan

* Reports of U.S. Commissioner of Education.

Kono Tokama	1880-81
Fukuroka Takachika	1881-83
Oki Takato	1883-85
Mori Arimori	1885-89
Enomoto Takeaki	1889-90
Yoshikawa Akinasa	1890-91
Oki Takato	1891-92
Kono Tokama	1892-
Monye Ki	Census 1891
Jumye Ki	" 1891
Saiomyi Kimmochi	" "
Hachisuka Mochiaki	" "
Hamao Arata	" 1896
Kubuchi Dairoku	1898
<small>Count Kibayama</small>	1899/1900

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 Mikado said "All knowledge from that necessary for daily life to that higher knowledge necessary to prepare officers, farmers, mechanics,

Artisans, physicians etc for Education
 their respective vocation is Code
 acquired by learning. It is in- 1872.
 tended 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 applied themselves to study have almost always looked to the gov't 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 those revisions were important. In 1880 the new code made the framing 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 through the entire system and these they attempted to correct. The graduate department of the Imperial University was established. Normal students might have their expenses paid by the gov't. The great change in the elementary schools 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 1890 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 instituted again as they had been previous to 1880.

This body makes investigations and discusses the various questions connected with the Science The and Art of Education. The mem- Academy, bers of this body were 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 Verbiest 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 Iwakura, &c, and others who are just now

retiring from active life and giving place to new statesmen after serving their country for over 30 years. Joseph Hardy Neesima 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 of from 3 to 6 years. The statement of its purpose "to foster moral virtues, promote physical development, train in good habits and unfold the

intellectual facilities is exceedingly clear and practical. By 1890 there were govt, public and private kindergartens in operation. The most interesting of these is the Peressie's Kindergarten in Tokyo. This school is the creation of the Emperor. It has been reported by Miss Minna Morishima 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 ^{is unique,} nature work with silkworms. In 1896 a Froebel Soc.

ity 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 Kobe, the Glory Kindergarten and Training School.

Kioto, Osaka, and Sapporo have kindergartens of the highest class.

The first kindergarten established in 1876 was in connection with the Tokyo Female Normal School. There are six groups of workers and the course is very full of manual training. Through out the whole course six hours per week are given to singing and playing.

The latest statistics compiled in 1901 give 254 kindergartens to Japan. One govt, 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 gov't. ¹¹Mr Scherer tells us that the western nations might well go to school in Japanese kindergartens.

¹²Miss 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 house which is as good as the average European building at 7 o'clock. The building was furnished with

¹¹Young Japan - J. L. B. Scherer.

¹²Unbeaten Tracks in Japan - Miss Bird.

make 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 implicit obedience
 at home. Formerly some cor-
 poral 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 97 teachers employed in seven govt schools 46 were foreigners of whom 16 were Germans, 10 Englishmen, 10 Americans, 7 French, 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

consideration 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 pupils. At present the number of foreign teachers is decreasing rapidly in the gov't 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 Japane-

and christians of ability are scarce
 The following table shows the
 number at present from each
 country in gov't, private, and
 public schools!

	U.S.	B.B.	Ger.	Fr.	Other	
1895	132	60	12	46	18	=268
1898	120	78	16	42	14	=270

In 1900 there were said to be 447
 but this could be verified. About
 350 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

vice of adviser to the Japanese
 education department. Under
 his influence the whole sys-
 tem 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-
 fusely decorated by the Mikado.
 Through this man's influence
 the Japanese educational system
 contains the ~~the~~ following ele-
 ments of our own; classifica-
 tion 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

Dr.
 Murray
 in
 Japan

influence also a number of foreign teachers were imported. His official title was Superintendent of Schools and Colleges in Japan. He made regular reports which had as much influence as anything else with the Japanese people on the subjects of text books, teachers and female education.

Private schools are quite an important factor in education in Japan and have caused the department a considerable anxiety. Private Schools
There were 2421 private schools in 1890, 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 152879

pupils. Their graduates by 1890
 numbered 17825. Of these schools
 689 were schools of the Japanese and
 Chinese languages, 244 were of the
 English language, 128 schools
 of mathematics, 156 manual
 training schools. In 1896 the private
 elementary schools had decreased
 to 539, almost 200 in 6 years. This
 shows the great activity of the
 gov't and the tendency toward state
 education for the regular ~~the~~
~~regular~~ courses and the forcing
 of private schools to offer only
 special courses of study. These
 schools ~~could~~ ^{can} only be established
 by obtaining the consent of the
 provincial or municipal gov't.
 All of them have to submit to gov't
 inspection by the officials of the
 Department of Education. The

latest census obtainable shows these schools to have decreased to 1676 by 1901, & falling off of almost a thousand in less than 10 years. This same census gives the number of teachers as 7815 an increase of 1800 and pupils 173000 and an increase of 20000 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 pass 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 remarkable. Popular opinion always powerfully influences new systems or reforms and the fact that it has done so favorably in Japan has had much to do with the successful growth of the Japanese educational system. From 1875-1880 the people voluntarily contributed \$400,000 to popular education. In 1880, \$457,386. In 1895-493,046. In 1896-765,422 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 $\frac{1}{3}$ of the support of public schools comes

Voluntary
Gifts
to
Education.

from voluntary gifts.

These students are all under control of the govt and are divided into first and second class according to the previous Govt work done whether an academy Students 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 1st class may stay abroad for 3 years and the second for 5 years. The first class is limited to 80 and the second to 150. 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 comes to western lands is not the ave-

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 Mass. 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 Kureakabi 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, 689 students of both sexes had studied in America. Over

800 have attended Rutgers college alone. While the number of Japanese students has increased gradually the number supported by the gov't has as 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 gov't 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 required to serve the gov't upon return for twice as long as the gov't supported them abroad.

The Department of Education

is the central office and exercises
 a real supreme authority. Its System
 joys are infinitely greater a - School
 mount of power than our own Inspection
 commissioner 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 Ac-
 demical units 10 to 13 super-
 intendents are appointed to
 oversee 20 to 30 schools each.
 In addition to these inspecting
 forces there are 5 school inspect-
 ors as a part of the force of the
 education department whose
 work includes both the man-
 agement and methods of schools.
 The minister and vice min-
 ister are bound to do some

inspecting and to appoint subordinates who visit every place to take cognizance of the school conditions. School officers are bound to report ^{to} 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 superintend the system of education the department of education is again the central Administrative authority. Next below this the 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 256 of these. In each of these 256 districts is 210 common school districts giving a total of 53760 common school districts. This is not all like the political administration of the empire. This was originally divided into 3 Fm or Imperial cities and 72 provinces or Ken but in 1872 but in 1876 the system of school districts was abolished but was reestablished in the next 14 years.

Educational institutions relating to departments of the govt other than education are under the Educational Institutions Under Other Departments ~~act~~ 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, communication and agriculture and manufacturing. Under the first of these there are two schools the Nobles School and the Peerses School. The former was organized in 1875 and reorganized in 1884. It admits the children of the court nobility and exempts them 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 navy as optionals. The Peersess's School is under the patronage of the Empress as is the Peersess's Kindergarten. It is primarily for girls of the nobility. It offers courses specially 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 8 of the grand school districts formed educational associations. The first one composed Educational of the Tokyo Fin and the surrounding Associations ken was the most success-

ful. Previous to 1879 when the grand school districts were dissolved it had had numerous meetings and published regular reports. After 1879 each *ken* and *ku* had its own association. The school officers as well as teachers attended these meetings. Sometimes the minister of education calls together all the noted educators of the empire for advice which form an important educational meeting. Regular teachers organizations are found throughout the land. In 1890 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 through the elementary schools of Japan as in the U.S. Libraries ^{or} Museums.

When Mr. Griffis reached Fukuoka where he was to teach in 1871 he was surprised to find a medical a military and a 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 govt
 institution. It is the oldest and
 largest in Japan. It has 363,661
 volumes of Chinese and Japanese
 books and 54,931 volumes of Euro-
 pean books making a total of
 418,592 volumes. It was visited
 by 400 people every day in 1902.
 Kyoto has one large library and
 Asaba 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 Im-
 perial library which adds greatly
 to its size and growth. The
 officers of this Imperial library
 are appointed by the Minister
 of Education. Some statistics
 may prove interesting:

Libraries - ^{Japanese} Chinese books - ^{European} books - Total				
1880	- 21 -	56050	- 63,244 -	119374
1890	- 20 -	99958	- 79374 -	179,332
1900	- 43 -	474528	- 51,443 -	529,971
1902	- 50 -	562,161	- 57,071 -	619,232

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 European. They also show that the great period of growth was 1890 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 S. Morse founded a museum of archeology in the ju-

perial University in the 70'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
 Tokyo Pedagogical Museum which
 is a govt institution as the Im-
 perial library is containing
 school furniture appliances and
 zoological, Botanical and Mineral-
 ogical collections.

General summation of school for Japan.

Schools - Teachers - pupils - School Population

1896	28310	-	88989	-	4,030,716	-
1898	28414	-	92926	-	4,247,050	-
1900	28972	-	101,846	-	4,544,547	-
1903	30,187	-	—	-	5,469,410	-

Table showing cost of Education
For Public Education - By Education Dept.

1874 -	3 195 278.66	-	616 856.71
1878 -	5 798 976.19	-	148 574.35
1882 -	9 578 957.42	-	584 604.64
1886 -	8 255 570.24	-	617 458.32
1890 -	8 675 140.10	-	128 496.47
1896 -	7 763 057.	-	96 9.046

The figures previous to 1896 are in yen which at that time was worth 99 cents but now is worth 50 cts. 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 do-

domestic science. The common schools were to be of two grades lower and Early upper. Out of the chaos of half a dozen kinds of schools these com. Schools. mon schools were to be developed into the great institution of the state for primary education.

The course which was first provided for in the lower ^{schools} 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. This 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. ^{Also} 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 1886 was village rates but afterward it was

changed 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

Govt
Regulations

of education. Instruction is given from 3 to 6 hrs per diem and usually 5 is the number. Recesses are not regulated at all. Eight week of vacation are given during the summer. No school work is carried on on Sundays, national holidays or festival days. Schools may be closed on Saturday and Wednesday afternoon. The number of holidays for the school year is placed at the maximum limit of 90 days.

The old regulations for local control of elementary schools ~~was~~ provided for the formation of school committees. These committeemen 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 3 candidates furnished by
 the provincial inspector by
 the provincial governor. The
 modern school committees
 are quite different from their
 ancestors. No 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 ~~is~~ reaching a definite end.

The Japanese farm union school districts for 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 Fin or Ken governor. Towns that already have established ordinary elementary schools may form a higher elementary 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.

Relation
of
Public
and
Private
Schools.

The grounds for public schools are usually donated by the govt to the amount of 500 tsubo (a tsubo is 36 sqft). Buildings, appliances and a place for gymnastics must be provided by the locality.

Grounds
and
Buildings

The majority of the elementary school buildings of Japan are in their own style of architecture while the buildings of middle normal and other schools

are of European architecture.

In every old Academic 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 1876 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

Inspection
of
Elementary
Schools.

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 1898 no corporal punishment such as whipping was permitted. The need of it is not so great as in western lands. Corporal Punishment

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

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 per cent of their wages into the treasury of the *Fim* or *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's salary is paid to the family. Pension

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 usually. The subjects of the ordinary elementary school course will be taken up separately and discussed briefly. Morals which consists of regular systematic 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 proverbs 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 10000. Denominate 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 teaching arithmetic in our own schools. Geography is not a regular study in the ordinary divisions of the elementary schools but it may be substituted for gymnastics when it consists of local geography of the province and empire and then climate, form of the earth and land and water divisions. History also is not usually a subject 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. Moral

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. These 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 gov.

The higher elementary course continues the subjects in the ordinary course and adds foreign geography, science, geometry, foreign language agriculture and commerce. The last four of 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, evolution and mensuration studied. 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 text-book. Under natural science the phenomena of the animal, vegetable and mineral kingdoms are studied so far as they can by the object method. Physiology and Hygiene are studied elementarily. In singing 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. But 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

Supple-
mentary
Courses

Organization
of
Elementary
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 of 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 of each
 to make a class in same grade.
 In the higher elementary schools
 60 or less are usually organized
 into one class but crowded
 conditions or scarcity of teachers
 may make it necessary to put
 so in a single class but an assist-
 ant 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 def-
 inite 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 24-36 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 disestablished. 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 of the board of compilation. This board now only undertakes 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 license from the ^{Minister of Education} or the ^{Registrar} ^{and} ^{Licenses} ^{of} ^{Teachers.} governor before he could teach or a certificate from some Normal school. At this time the regulation was that teachers may be either sex 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 Fu or Ken governor and is good for a specified time usually five years and is renewable if the person is proven competent. Third the govt license. Govt license is of two kinds, general and local. The general license is given by the dept of education to graduates of the higher normal schools and is good for life. I compare it to our state ^{or} life certificate or to the Normal school diploma. The local license is given by the Fu or Ken governor to graduates of lower normal schools or to those who have passed examination in the Fu or Ken. These are sometimes for life and sometimes renewable. Those who have com-

committed crimes been sentenced
 for gambling, a dyedged bankrupt,
 been guilty of drunkenness or
 violence, cannot get certificates.
 The examination and the license
 both require a ^{small} fee. Teachers are
 appointed or dismissed by the Mu
 or Ku governor at the request
 of the school committee. Under
 the latest regulations of the dept
 of education, teachers are div-
 ided into three classes, regulars
 assistants and specials. Regulars
 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 ac-
 count of higher study is by

sanction and by examination. Special teachers always have to take examination. Certificates are all good for life but certificate of assistant teachers will lapse if not used for a year. Ordinary elementary teachers of both sexes 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 certificate to teach in higher elementary schools the requirements for males and females differ. For the young ladies only mathematics - Science, ^{and} Household

management are added to those subjects required for the ordinary elementary certificate while in addition to those the young men are required to pass in Chinese Literature - Bookkeeping, 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 officials of other perfect. The subjects that applicants for assistant teachers certificates must be examined in are prescribed by Fin and Ken officers who compose the examination authorities. National certificates are issued by the dept of education to persons who have taught 10 years or to graduates of the higher normal

school who have taught 3 years.
 These are all good for life. Through-
 out all the regulations it is to be
 seen that the *Fun* 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 58,216 elem-
 entary teachers, 17,038 were be-
 tween 25-30 years of age - 11,500 be-
 tween 20-25 - 13,177 between 30-35 -
 and 6,555 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 sal-
 aries of teachers range from
 6 to 100 yen. Assistant teacher
 received from 6 to 20 yen per month,
 Special teachers from 8 to 40 yen
 and regular teachers from 10 to

1 yen = 100 cts,
 10 cts = 100 m.

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 18 yen and the assistant 12 yen per year.

Before the last regulations the items of school support were fees, taxes and gifts. All of the children paid free 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 metted about $\frac{1}{3}$ of the total 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

Support
of
Schools.

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 1896 the fees amounted to \$3,396,167, the taxes to \$10,037,319 and gifts to \$765,422. 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 cts per month in a municipal district and 10 cts per month in a village school. In the higher elementary school the fee may be 60 and 80 cts per mes. Abolition of schools fees is an important step forward. It speaks for general education for all classes.

Since 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 effectual and in the number that it reaches is practically accomplishing the end that there shall not be an ignorant family or individual in Japan.

Some statistical tables:

Elementary Schools

Schools - teachers - pupils

1890 -	26,017 -	67,730 -	3,096,400
1901 -	27,010 -	102,700 -	4,980,604
1903 -	27,154 -	-	-

Japan compared with other countries
Japan puts 4,980,604 pupils in school.

out of 44,580,000 population which is 11 %. Great Britain puts 5,791,

211 in school out of 33,821,415 people, ^{which is 15%} ~~France~~
 puts 3,556,470 pupils in school out of
 38,095,156 which is 14.5%. (U. States
 puts 13,510,719 pupils in school
 out of 66,087,909 people which is
 20.4 %

School attendance and population

1885 -	3,182,232	—	6,413,684 -	49.62%
1890 -	3,520,718	—	7,195,412 -	47.24 %
1895 -	4,338,869	—	7,083,143 -	61.24 %
1896 -	4,615,842	—	7,187,059 -	64.32 %
1901 -	4,980,604	—	7,560,886 -	65.84 %

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 ordinances of 1872 it was stated to be their ^{History} object to give courses in general ^{of} middle education. The purpose of the supplementary course was to give technical instruction one might almost say, i.e. 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 denominated 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 of a very slow growth. Local conditions modified these courses both

ad 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 1886 a new imper-
 ial ordinance relating to sec-
 ondary 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 educa-

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 *Ken* and to be controlled by *Fin* and *Ken* 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 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 *Ken* must

support an ordinary ~~middle~~ school.
From the fact that the the ordinary
middle schools were the more
common of the two we see that
free public education was fur-
nished to a large number and
it became the policy of the people
to lengthen this course in or-
der 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
5 years in 1886, at the same
time the higher middle school
course was shortened to two
years. Both of these courses have
had many changes but at present
are definitely described by the

Minister of Education. In 1883
 there were 172 middle schools
 in which as early as 1875 the
 teachers were required to be 25-
 years old. When the middle schools
 were first formed there were many
 schools of a special class in ex-
 istence that taught Chinese and Modified
 Japanese Language and Literature, Middle
 Foreign Languages or Medical Schools
 Science. These were denominated
 Modified Middle schools. These
 inside of a few years disap-
 peared either broadening their
 course and becoming regular
 ordinary middle schools as
 did the language schools or
 advancing their course and
 becoming a department in the
 higher schools as did the Med-
 ical 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 ~~un~~^{local} aided schools were sup-
 ported by ^{local} taxation and their grad-
 uates were admitted to the col-
 leges of the Imperial University. But
 the Code of 1879 defined ~~the~~ middle
 schools as institutions giving
 a general course and the mod-
 ified schools had to close or take
 on private school dress. Just
 as one cannot enter the ordinary
 middle schools without finishing
 the higher elementary so one
 cannot enter the higher mid-
 dle schools without finishing
 the ordinary middle school

course or a three years preparatory
 and graduation of higher middle
 schools cannot enter the Univ.
 unless they have had some
 foreign language. So far as
 could be determined girls were
 as much welcomed at the
 divisions of secondary schools
 as boys. The govt regulations
 are very strict about organization
 buildings ~~and~~ etc. By the Code of
 1884 they made Ethics consisting
 of the principles of human relations
 and morals the ~~corner~~ of the
 course and other subjects were
 related to it as far as possible.
 Grades in the ordinary middle
 school are numbered from
 5 to 1 and the freshmen enter
 as the 5-th class as do the French
 boys and girls.

Instead of being one ordinary middle school in each Foo and Ken which would make about 80, they are much more widely distributed. Ordinary 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. Middle Schools

In 1872 the course of the ordinary middle school was found to contain Japanese language - arithmetic - writing - geography - history - foreign languages - natural philosophy - drawing - geometry - algebra - Bookkeeping Course - natural history - chemistry - moral science - Physiology and civics. Ordinary Middle School By 1890 Chinese literature was added also 1st and 2nd Foreign

languages which means English
 and French or German, Agri-
 culture - Trigonometry ^{and} Gymnastics
 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.
 Pupils must study it 5-5 1/2
 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 class room each week.

The course for the higher middle schools in 1875 included Japanese and Foreign languages - Physics - Algebra - Geometry - Trigonometry - Chemistry - Moral Science - Surveying - Political Economy - Zoology - Botany - Biology - Mineralogy - Mental Philosophy - and Astronomy. Two years were given to this course at this time. In 1880 it was reorganized and different courses were offered of different lengths. A preparatory course of 3 years was opened. The regular course for fitting one for the university was a 3 year course. In addition to the outline 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 is a further specialization
 manifest in these schools. Courses
 in Law and Engineering have
 been added to that of Medicine.
 Strictly speaking these schools should
 be classed ~~as~~ ^{as} higher institutions
 for they correspond to our colleges.
 They will be treated farther under
 superior instruction and it need
 only be said here that by gov't
 ordinance 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 Middle of the authorities and establishing schools a course in conformity with those of the state schools and submitting to inspection by the govt regularly.

The attendance of the ordinary middle schools is limited to 400 each but under exceptional circumstances this can be increased to 600. 50 is the maximum limit for each class and 25 is the class average. One out of every 8000 of the population enrolls in the higher middle schools. Statistics will be appended at the end of the chapter.

Every ordinary middle school is supported out of the perpectural revenue.

Teachers in middle schools must be graduates of the University or of one of the normal schools. It is seldom that an examination is given for licenses but it can be done by the Fm or Ken governors.

Secondary
Teachers

These examinations are usually very hard. 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 all the schools. The result was that they hired any seafaring foreigners that they could catch. On paper

the course was well balanced but in practice this 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 regulations for teachers provided that at least three of the instructors should be graduates of the Middle Normal school an institution that never came in to prominence so far as can be discovered.

1883 - Teachers - pupils - Schools - 172

1885 - 1040 - 10,048 - 107.

1890 - 678 - 11620 - 55-

1896 - 1719 - 40577 - 120

1897 - 2180 - 52442 - 155-

1899 - 3083 - 68,885 - 190

1901 - 4233 - 88,391 - 242

1903 - — - 80,000 - 258.

Statistics
Ordinary
Middle
Schools.

Three fifths of Ordinary Middle School graduates enter higher institutions. $\frac{1}{11}$ of them enter the army and $\frac{1}{28}$ become teachers. Twenty five percent of the pupils quit school before graduation. Results,

The middle schools have very successfully reached two of the ends set before them but in the third they have just as signally failed. Their graduates are very well fitted for the next step in the educational ladder ~~but~~ 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 cleanly swept away from the school and they sought through ethics to give the child instruction

in pure unadulterated 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 instruction in Ethics was begun. Fukuzawa 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~~ 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 Jyogaku 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 empire were placed under the same control as the university. The principal to whom the university, and all the responsibility of the educational interests of the whole empire, was given was an American, Verbeek, who was called from Nagasaki to be president of the university. This clumsy arrangement only lasted about a year and a half, at the end of 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 Echigo, visited the Imperial Univ. The number of foreign

teachers was growing very rapidly. The pay was pretty good ~~and~~ ^{and} the gov't furnished houses for the foreign teachers but the houses ~~were~~ ^{were} very unattractive. At this early date there were 1000 boys in attendance. The buildings were very unpretentious 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 Univ. The teachers as a whole ~~were~~ ^{were} very heterogeneous comprising the very best and

the worst. The officers may have
 been well intentioned men but
 they had a very meager under-
 standing of their duties. The
 pupils were ignorant, undisc- ^{Mr. Griffis}
 iplined and superstitious. This ^{at the}
 was at the very beginning of the ^{Univ.}
 university. Three years later Mr
 Griffis again visited the univer-
 sity to be present at the
 dedication of new buildings.
 The Viceroy 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. 350 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 1885. 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 growth
 U.S. had a much lower standard. Univ.
 A large part of the 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 set
 in Japan 16 yrs ago that K. U.
 has not reached yet.

There were 227 teachers and
 1312 students in 1890. The school
 had graduated 418 pupils. The
 College of Agriculture attracted the Statistics
 largest enrollment. It numbered ^{for} 1890
 484. 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 Univ. in 1898 and the following is a short statement of what he saw. "In Tokio the buildings of the Imperial Univ. cover 15-A of ground and include admirable class rooms, dormitories laboratories, & a hospital and residences for the faculty." The University at this time had grown to six departments, - Mathematics and mathematical sciences - Engineering - Arts and Philosophy - Oriental languages - Medicine and Pharmacy and Law.

Mr Stoddard
in
Japan.

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 6 colleges, library, botanical garden, astronomical observatory, seaside laboratory, and two hospitals. The university is organized after the German model rather than the American, and savors of the original investigation hobby. Its entrance examinations are severer than those of Harvard. Courses are classed as regular, elective and post-graduate.

The University Hall is the post

graduate department and was established for the purpose of original investigation early in the life of the university.

This department had 47 students in 1890. Only graduates from the university college 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 1890 the course was for two years now it is 5 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,

University
Hall.

enrolling 467 students in 1902

The Law course in the univ. is very thorough and practical. It is divided into two sections, Law and Political Economy. Law. Each of these divisions gives Sept. a 4 year course. 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 4 years and the latter 3 years. The Medical department like the Law is a very strong department

having been organized by German
 teachers physicians and surgeons.
 The course is the same length
 as the law but the medical Medical
 students do $\frac{1}{3}$ more work than School
 the law 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 arms, Technology
 of explosives, architecture, applied
 Chemistry, mining and metal-
 lurgy. Each of these courses ex-

tends three years. The engineering building of the Imperial Univ. is far ahead of anything on Mt. 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 ^{traveler} said in 1880 that that "Tokyo had the Engineering best equipped and most complete Dept. engineering school in the world."

*Miss Bird tells us that the Japanese are very proud of the Imperial College 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 foreigners for the accomplishing of the engineering facts which are necessary to make Japan one of

Unbeaten tracks in Japan - Miss Bird.

the foremost nations of the world

The College of Literature offered

9 3 year courses in 1898 including other courses in philosophy literature colleges, history and languages. The College of Sciences offered 7 courses including mathematical, physical and biological sciences. The college of Agriculture offers several three year courses.

The officers of the Univ. are president, counsellors and clerks.

The counsellors are appointed by the minister of education for a 5-year term and have power to change or add to the curriculum. In each college the officers are director - chief professor, professors assistant professors, supt. of dormitories and clerks.

In 1893 the Mikado established

123 full professorships, 23 in Medicine, 22 in Law, 21 in Engineering, 20 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.

Law	Medicine	Engineering	Literature	Science	Agriculture	Total
Students						1218
1885-217	726	- 30	- 129	- 43	- 0	1218
1890-201	188	- 106	- 88	- 77	- 485	- 1312
1895-472	178	- 295	- 219	- 102	- 249	- 1620
1896-551	223	- 345	- 248	- 105	- 215	- 1833
1897-787	297	- 385	- 278	- 105	- 232	- 2208
1902-995	522	- 427	- 302	- 68	- 340	- 3121

Statistics.

University Hall

1890 - 1895 - 1896 - 1897 - 1902

47 - 105 - 146 - 174 - 467

Faculties

1885-26 - 46 - 19 - 28 - 35 - 0 - 154

1895-22 - 80 - 35 - 25 - 18 - 31 - 161

190

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 everything but science which is not enthusiastically studied by the Japanese. Law, Medicine and the graduate school have grown quickly in the late years. Agriculture and medicine started with a rush and decrease in importance finally taking on a steady growth. Engineering and Literature have enjoyed a healthy growth from the first.

The degrees in Japan are in the main similar to those granted in America. At the end of the college course the degree *yakushi* corresponding to our A.B. is given

and it is required for admission to the University Hall. When the 5-year post graduate course is degree finished the degree Hakushi is granted. This is equivalent to our doctor's degree. Upon those of the University Hall who have greatly distinguished themselves, the degree Daishakushi may be conferred by the national cabinet upon the recommendation of the council of doctors. The gakushi degrees are granted from the different colleges i.e. they are called gakushi in literature or in Law or etc. They do not have so 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 1 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 colleges.

The higher schools of Japan correspond to the colleges in the U. S. They are of late origin. Previous

to 1895 they had always been called higher middle schools but in that year the middle was dropped because they were not of a middle or 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 required but in the other depts a 4 year course is required. No degrees are granted in the higher schools. The University and the medical are the two popular de-

departments. As a class of schools there
 are not becoming more important.
 They are not growing very rapidly.
 In 1890 there were 7 of them with
 335 professors and 435^{students} 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 Course
 and foreign languages, physics, Study
 algebra, geometry, trigonometry,
 chemistry, moral science, sur-
 veying, political economy, zool-
 ogy, botany, geology, mineralogy,
 mental philosophy, and astronomy.
 Two years were given to the com-
 pletion of this course at this time.
 In 1890 these schools were reor-
 ganized 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 1874. A 4 year medical course was offered at this time. In 1899 there is a farther specialization manifest in these schools. Depts of law and engineering are now organized. These schools do 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 colleges but the Japanese preserve the term for the depts of the university. At one time degrees

were granted by these schools and fees are charged at the present time.

There are 8 of these school now and each costs \$4000 per year. These school are directly under Support. the control of the dept of education and are supported from this center.

Medicine was one of the first sciences developed by the Japanese. Under the later Tokugawa there were several medical school under Special the patronage of the daimios. The work Medical of these schools hardly deserved the Schools. 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 prohib

iting 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 courses were
 established in the higher ~~and~~ schools.
 But in the last few years the au-
 thorities 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 1879 the department of public
 works established in Tokyos a fine Fine
 art school. This was reorganized art
 in 1888. At present it has 4 courses School
 each requiring 5 years for completion.

Tokyos has a strong language
 school. It was organized in 1874

offering 5 courses in foreign languages, English, French, German, Foreign Russian & Chinese. In 1880 Korean 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 this school a normal course is given to those who teach in public schools besides the regular vocal and instrumental courses.

Other special schools of a higher ^{other} grade and supported privately ^{special} are 8 law schools in Tokyo, 11 ^{Schools} schools of mathematics, 3 of philosophy and 4 others.

General statistics of higher institutions. There 42 schools of Law, medicine, political science, ^{and} literature with 782 professors and 11627 students, ^{Summary} also 120 schools of Arts, manufacturing, agriculture and commerce with 1033 professors and 15772 pupils and 107 university preparatory schools with 202 professors and 7324 pupils.

In 1872 the first code for the organization of normal schools was sent out from the office ^{History} of the dept of education. The first ^{of} normal school was organized under ^{Schools} this ordinance in the same year.

In this school at Tokyo the beginnings of the education of teachers was very meager. The students of this school were divided into two classes, 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 Niigata. 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 female normal school at Tokyo. These

eight schools were all under the support of the treasury of the dept of education, and served as models for the new institutions 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 provincial districts had received a normal training for their own teachers through an itinerant system. Graduates of the govt normal schools travelled about lecturing to educational associations and classes of teachers. This gradually became more centralized and permanent till the Hui and Kun Normal 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 subsidize each *En* and *Ken* Normal school to the amount of 50000 yen and 70000 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 Normal 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 impetus 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 normal schools as the other educational steps had been. The higher normal schools of which there was only one ~~yet~~ ^{now} was in Tokyo, and was

supported by the govt. It was for the purpose of educating directors and teachers of the ordinary normal schools. Ordinary normal schools were to be formed in each Fu & Ken and to be 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 men's school. The age limit was 20 years for the men's 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

Admission
Requirements

teachers it set the age limit from
 14 to 25 years and stated that the
 candidate must have had both
 Chinese and Japanese literature
 and English language and arith-
 metic. 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 ^{schools}, and
 be 17 to 20 years old for boys and
 15 to 20 for girls. They must also
 be regular residents of the Fu or
 Ken. Only a certain number
 could be admitted each year
 and each graduate had to
 serve the different local of-
 ficers in the school of the
~~prefect~~ Fu or 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 the 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 $2\frac{1}{2}$ years and the course for middle school teachers to $3\frac{1}{2}$ years. This gave six 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 $3\frac{1}{2}$ years. In 1880 the kindergarten training course became a part of the school course. In the provincial *Hin* and *Ken* normal schools the

course of study ranged from several weeks to six months during the 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 $2\frac{1}{2}$ or 3 years. In 1881 a standard course was issued for the local normal schools that was divided into three grades, the lower intermediate and higher with courses of 1, $2\frac{1}{2}$ 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 of 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 1889 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 ^{course} is divided into three ^{scientific} 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 ^{both} the higher and ordinary normal schools.

In the support of normal schools the govt was forced to take the initiative but later turned the schools over to the local authorities to support. Previous to 1875 the govt alone supported the normal schools. The provincial schools that were founded then and afterward were supported by local taxation, except that the govt subsidized

them to the amount of 50000 yen
in 1877 and 70000 yen in 1878-80.

Until 1877-8 the eight provincial ^{Support} normal schools were supported ^{of} normal
by the gov't but soon six of them ^{Schools}
were abolished and the other two
in Tokyo remained under the
support of the gov't. We find
that pupils in the Tokyo Normal
school were granted aid by the
gov't 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 pro-
vincial treasury sometimes. A
few pupils are admitted to the
courses of both gov't 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 gov't

The latest statistics give 57 as the number of ordinary normal schools. Leherer gives 33 higher normal schools and 5 training schools but the St. Louis report gives only 2 higher schools one at Tokyo already mentioned considerably and another at Hiroshima. The St. Louis report is probably correct and Leherer 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 his-^{noted} tory are the names of women in all periods 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 form of 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, morals, household duties, letter writing and the memorizing of a hundred old poems. The girls who learned the Chinese writing were very few.

Position
of
Women

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 Murray early in the 70's tried to impress upon the Japanese the importance of female education. He showed them in ^{Japan} his report that the home life ^{Female} depended upon it and how the ^{Education} great men of the empire were to be trained by them in early years.

In 1870 Gen. Kuroda 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 Ito said in a speech at San Francisco while the World's Embassy was in America in 1873 that "we hope by educating our women to insure greater intelligence in the future generations."

Attendance upon elementary schools was allowed to girls from the first in 1872 and later it was made compulsory on ^{Efforts of the} them as the boys. The attendance ^{of the} State of girls upon the elementary schools in 1885 was 942,786. In 1890 it

increased to 1,067,699. in 1895 to 1,459,972 and in 1898 to 2,059,662. 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 % of boys. In 1896 there were 730 girls in normal schools and 5609 boys going. The 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 govt school and another in Kioto which was a local prefectural school. The govt and provincial schools grew to be 8 in number 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 govt 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, - morals
 Japanese & 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. Higher
 and is pursued 6 hrs per week. Girls
 or $\frac{1}{4}$ of the whole time. These schools
 do not take the girls
 above the ordinary middle
 school. This is the highest ed-
 ucation furnished by the govt
 for girls while the boys receive
 a course in the higher schools.

Table showing growth of these schools,
 Year - Govt - Public - Private - Teachers - Pupils

1885 - 9 - 0 - 0 - 22 - 616

1890 - 8 - 041 - 22 - 311 -	3115
1895 - 8 - 041 - 6 - 174 -	2575
1898 - 8 - 17 - 8 - 389 -	8166
1900 - 8 - 36 - 7 - 639 -	11,679
1901 - 1 - 61 - 8 - 958 -	17,540

This table shows the decrease in importance of private higher female schools. The govt 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 the normal schools. The expenses of the students as well as the running expenses of the school are paid out of the treasury of the dept of education. The course of study is for 5 years and the graduates are required to work under govt supervision for 5 yrs.

There was a new movement toward higher education of women in 1901. A plan was originated with Mr. Kamei to found a Female University. The school had been organized and is endowed and supported by the Japanese. It opened with 500 girls in its preparatory dept. It is the object of the officers to be able to reduce the attendance

in the preparatory dept and to strengthen the college depts. The latest accounts say that this school has 1000 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 of classes of girls and young women. In 1867, Mrs. Hepburn and in 1875 - Mrs. Carrothers began the work of pioneers in this line. A seminary was established in Yokohama where Mrs. Hepburn and Miss Kidder taught. In 1875 the Koto Girls College was established by the Methodist Church. This has always been a strong school. Japanese subscribed

\$1000 to the first building of ~~the~~ this school. It is now the great Mission-
 est college for women in Japan. The missionaries also built a ~~Wives~~.
 large girls college in Nagasaki. In 1890 there were 51 girls schools
 under the control of missionaries that had 4249 pupils in attendance.
 Over half of the mission schools are boarding schools. The
 schools have good buildings and are well patronized.

The Empress Haruku is a great patron of female education. She has established the Peersesses school in Tokyo which had 364 daughters ^{Empress} of nobility taking a 12 year course. Haruku

The demand for women teachers in public schools and private schools is rapidly growing although it cannot be supplied

because the ratio of attendance
in the normal schools is 6.1%. Women
In the report of 1898 there were School
10000 women teaching in Japan Teachers
In the higher female schools
about $\frac{2}{3}$ of the teachers are women.

There are those in Japan who
doubt the good results of fe-
male education. They claim
that the system of female educa-
tion develops vitiated tastes,
loss of refinement in man-
ners and speech, forwardness
conceit, ^{and} unfitness for the
duties of home life which
 $\frac{9}{10}$ of the girls have before them,
and personal vanity and
high living. The same argu-
ment is made against the
mission schools for girls.
Here the girls learn foreign

forms of dress, 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 anx-
 ious to get their daughters in
 homes of their own and this
 makes education less ne-
 cessary. In educating the
 Japanese woman her fine
 charm of manner and etiquette
 and hospitality must not be
 driven out for the fast and
 business manner of the western woman.

Chapter VIII

Technical Instruction.

The word technical as used here includes all schools of the dept of education and other depts that fits one to work for a living, and excludes all professionalism. 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 all 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 education 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 1895 there were 1 military 1 naval & 3 commercial, 1 technical, & telegraph, 11 agriculture and 11 engineering schools in Japan an area not larger than Kansas. Following the Japanese custom we will divide technical instruction into two classes, ordinary and higher.

The higher will include the Higher Commercial school, Saffers Agriculture school and the Technical schools of Tokyo and Osaka. Commercial schools seem to be the most popular in number ^{of students}, with Agriculture second and Manufacturing third. Technical is used in a special sense by the Japanese to refer to manufacturing schools and we ~~use~~ ^{have} used it in that sense in the names of ~~these~~ ^{other} 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 as he is able 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 the central gov't.

Technical instruction is begun in Japan in the kindergarten in the handwork and sewing that is taught. Instruction is continued in these subjects through the elementary and ordinary 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 consists of

paper, thread, clay, and straw
 work and the making of useful Technical
 articles in paper, clay, wood, ^{instruction}
 bamboo and some of the metals. Elementary
 Pupils who in addition take ^{and} middle
 courses in technical continuation schools.
 continuation 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 one or neither one
 would depend upon the needs
 and location of the community.
 The above courses must be
 offered for only the last two
 years of the 5-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 and middle schools the work is departmental and the technical departments are engineering, agriculture, forestry and veterinary science. The higher female schools pursue a course in household management through a 5-year

course, 4 hours per week is required for the first three years 6 for the 4th and 8 for the 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 fishery school is supported and controlled by the dept of agriculture. The nautical college is maintained by the dept of communication. Support
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 govt began its policy of subsidizing the technical schools that were doing a worthy work. At that time the amount was 150000 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 820000 yen. Instead of there being only 40 enjoying its benefit as there was in 1894 there are over 400 that receive aid at present. It usually furnishes ~~of~~ about 16% to 25% of the expenses of these schools. There ~~is~~ a large num-

but 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 the 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 summer schools or 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 6 yen per month while they are pursuing their regular technical courses. This subsidy is offered to students in the college of

Teachers
in
Technical
schools.

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 ob-
 ject is to fit men to enter fac-
 tories as experts. Its courses in-
 clude electrical engineering, in Tokyo
 industrial training, ^{and} mechanical Technical
 engineering. In connection with school
 this school there is an apprentices
 school that gives a training in
 the trades. In addition there also
 is in connection 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 Kioto in 1902

It trains those who want to enter Kioto the manufacturing industry. Technical or teach in technical schools. School, It gives courses in dyeing, weaving, or designing.

But there lower technical schools as well as higher and these are institutions that are established Lower in the prefects. 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 prefects.

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 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

Technical
Continuation
Schools

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 of education. 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 ^{Apprentice} 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 upon local ^{industrial} demands. 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 must 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 insti-
 tutions in 1885. It has been re-
 named and reorganized sev-
 eral times since. Its course is
 now divided into two years
 preparatory and three years re-
 gular and one year post-
 graduate. The school tries to
 make its sphere higher in-
 struction by placing less em-
 phasis on its preparatory dept.
 Its graduates are always able
 to secure responsible positions.
 Another higher commercial
 school was established in Kobe
 in 1903. Its organization is

Tokyo
Commer-
cial
School.

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 & B. Class A gives instruction of a secondary rank. These schools are found in each prefect. The first of Secondary there was founded in 1884. The entrance requirements are the finishing of the eight years school of work in the elementary schools. The course in these schools is usually 2 or 4 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 law as Primary that the pupils do not have to Commercial attend the higher elementary Schools 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 govt had made many efforts to educate its farmers before 1890 by model farms, experiment stations, exhibitions, distribution of 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 ^{Japanese} 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 wheat in the world because they plant it in such a way that it does not ripen evenly and hence part of the seed is shrivelled. Japan needs far more than a few specialists who know how to farm and to teach agriculture. She needs ^{thousands} 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 regulation for agricultural schools in 1883. These regulations divided the Agricultural schools into two classes A & B as the commercial schools had been classed. 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 schools was a combined class including the technical and general features. It covered 3 years. Previous to 1880 the govt offered that in case of land ^{was} needed the govt would furnish it to a small amount ^{Agricultural Education} without rent and that it should be free from taxation. By 1890 there were 7 schools of class B organized. This latter class takes the boys that have just finished the elementary school and puts them through a 2 (or) 3 or 4 year course and in addition furnish a short practical course for farmers who cannot reach

the schools of class A. This latter course is for one year only. Schools of class A seem 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 dept of the Imperial Univ and the Saffors 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 1890 had 427 students pursuing such courses. In 1898 there were 215 students studying agriculture at the Imperial

University. There were some agricultural courses offered in University Hall.

The Sapporo Agricultural College ^{Higher Agricultural} has two divisions agriculture and ^{Education,} engineering. It owns land to the amount of 84250 A. Its courses are both thorough and practical and cover 4 years. It had 1894 students in 1898.

In connection with the agricultural dept of the Imperial Univ. are given courses in forestry horsebreeding and veterinary science. It contains laboratories ~~for~~ and farms for experiments and a hospital for the study of diseases of stock. The Sapporo Agricultural college dates from 1875. This school gives a preparatory course of 5 years. Training courses in military science

and agriculture are also offered. The farm of this school, already mentioned 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. There has been a third institution for higher agricultural instruction established recently (1903) in Morioka.

One of the most important occupation of the Japanese is fishing. This industry means almost 75 million yen per year to the people. Education in this Fishery industry is of late development. Schools There is one institution that gives higher instruction in the art and five that offer ordinary courses. These schools

are under the control of the dept
of agriculture and commerce,

Being surrounded on all sides
by a sea coast the Japanese have
need of becoming trained seamen
and so we find several nautical
schools. These schools like the
agricultural and commercial
are divided into two classes Nautical
A & B, and are under the Schools
supervision of the dept of educa-
tion. 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 sup-
ported 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 usually 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 in fact we could not find where a single one had been established but they have been fully provided for and there doubtless are some of them 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

dept of 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 1882 courses in forestry were taught in Tokyo. At present there 62 schools teaching this and related subjects. All three of the higher agricultural colleges give ^{Schools} thorough courses in these sub-^{Forestry}jects. 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 $\frac{1}{4}$ of these schools receive a share in the govt subsidy. In addition to these

there is a forestry training school in connection with the Forestry Experiment station at Meguro. This is controlled by the dept of agriculture and commerce and trains men to be superintendent of forest and forest engineers.

The dept 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 a course in old style telegraphy. In 1873 it became a regular school with a building of its own in Tokyo and a branch school at Osaka. 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 1892 the requirements for admission was graduation from the ordinary middle school. The course of study is for 2 years in each division and one year in an electrical teachers training course. Graduates from either course were required to serve the gov't for 5 years. By 1903 this school had graduated 2245 students. Naval education was begun by the gov't before military ed-

meation which may seem a
 little strange since it is hard
 to see the need of a navy in
 Japan at the early date of 1871
 when the Imperial Naval Col-
 lege 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
 51 officers and teachers and
 enrolled 198 students in both
 the preparatory and regular
 departments combined. This school
 is ~~devoted~~ guided in its de-
 velopment by English naval
 officers, 34 of whom are on
 its teaching staff. In connec-
 tion with this ^{is a} school for

training naval surgeons, Naval
 The naval depot also has schools 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 subordinate officers, school
 for artillery ~~men~~ men, engineers
 cavalryman and infantry
 privates, schools for paymes. Military
 ters surgeons, veterinary Schools
 surgeons and schools for
 musicians 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 do all they can to encourage the dissemination of fundamental knowledge on subjects that they were interested in. For example the dept of agriculture and commerce establishes separate experiment stations, and local experiment farms. holds farmers institutes both local and prefectural and holds institutes both local and prefectural on sericulture and sends out itinerating lecturers on agri-

cultural topics

A table of Technical School statistics

Schools	Teachers	Students
Agricultural 93	733	9763
Fishery 6	26	351
Manufacturing 221	431	12,892
Commercial 50	650	11,735
Naval 7	53	784
Forestry 62	—	2000

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