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Japan for presentation before the International Congress of Mathematicians projected at Oslo for next July.

Following receipt of the invitation, Dr. Takagi, chief of the mathematical department of the National Research Council of Japan, entrusted the task of drafting the requested report to the present writer about the middle of last November.

The authorities of the Education Ministry had been approached on the matter and it was no earlier than early last January that the Japanese National Commission on the Teaching of Mathematics was appointed in the Tokyo Bunrika Daigaku (Tokyo University of Literature and Science) under the chairmanship of the present writer.

It seemed to be almost impossible to effect exhaustive enquiries necessary for the drawing up of the required report in so short a period as had been set before the Commission, which, however, set to work immediately, dividing the task among its members.

The following summary report is the outcome of what the chairman of the drafting committee has epitomized the draft reports submitted by various members of the Commission on the results of their respective enquiries. The original texts of the draft reports are separately bound up into the "Divisional Reports".

In view of those circumstances mentioned above, it is with considerable diffidence that the compiler sends in this Report, who looks forward to the sympathetic perusal of the reader irrespective of so many things left to be desired, in consideration of the shortness of the period fixed for the Commission to complete its task.

April, 1936.

Motoji KUNIYEDA.

1. INTRODUCTION.

The movement for reforming the teaching of mathematics had not produced any tangible repercussions in Japan until the late Dr. R. Fujisawa published in 1912 two reports¹ on the teaching of mathematics in Japan for presentation to the general meeting of the International Commission on the Teaching of Mathematics.

Once the initiative having been taken by the late savant, the reform movement gradually gained strength in the country until at last in 1918 a Conference of All Japan Mathematical Teachers was convened at Tokyo for the purpose of discussing the principles of the reform movement. As a result of the conference, the Mathe-

¹ These reports consist of

1. R. FUJISAWA, *Summary Report on the Teaching of Mathematics in Japan* (1912).

2. *Report on the Teaching of Mathematics in Japan*. Prepared by the Japanese Sub-Commission of the International Commission on the Teaching of Mathematics (1912).

These reports will be referred as the *Reports of 1912* in the sequel.

mathematical Association of Japan for Secondary Education was inaugurated in the capital in 1919, which has since been rendering great services for the development of mathematical teaching in the Empire.

By virtue of the Higher School Law enacted in 1918, and the revised regulations relative to the enforcement of the Middle School Law and the administration of Normal Schools promulgated in 1931, considerable changes have been made in the program of mathematical teaching in the respective schools in accordance with the spirit of the reformist movement with the result that the mathematical teaching in the country has come into line with the general tendencies in the world.

An epoch-making adventure was initiated by the Japanese educational authorities last year in revising the state text-books for arithmetical teaching in Elementary Schools.

2. EXISTING SCHOOL SYSTEM IN JAPAN.

In order to facilitate the reader's understanding of the conditions of mathematical teaching in various sorts of schools in Japan, a table of Japanese School System will be given.

The establishment in 1929 of Bunrika Daigaku (Universities of Literature and Science) in Tokyo and Hiroshima, capital of Hiroshima Prefecture, is also a recent educational installation in Japan, while the latest event was witnessed last year when the Law governing the establishment of Youths' School (Training Schools for Young Men and Women) was promulgated.

The Higher School course extends over seven years, of which the ordinary course is set for four years and the higher course for three years.

The Middle School course extends over five years, and those who have finished the fourth-year course are permitted to apply for admission to the higher course of the Higher School.

A school-calendar illustrating the outline of the school system in Japan is shown on the previous page.

3. MATHEMATICAL TEACHING IN ELEMENTARY SCHOOLS.

The subject for mathematical teaching in the elementary school is arithmetic.

Lesson-hours per week for arithmetical teaching in the elementary school are at present fixed as follows, one lesson-hour lasting for 45 minutes.