**Zeitschrift:** L'Enseignement Mathématique

Herausgeber: Commission Internationale de l'Enseignement Mathématique

**Band:** 36 (1937)

Heft: 1-2: L'ENSEIGNEMENT MATHÉMATIQUE

Kapitel: 1. Introduction.

### Nutzungsbedingungen

Die ETH-Bibliothek ist die Anbieterin der digitalisierten Zeitschriften auf E-Periodica. Sie besitzt keine Urheberrechte an den Zeitschriften und ist nicht verantwortlich für deren Inhalte. Die Rechte liegen in der Regel bei den Herausgebern beziehungsweise den externen Rechteinhabern. Das Veröffentlichen von Bildern in Print- und Online-Publikationen sowie auf Social Media-Kanälen oder Webseiten ist nur mit vorheriger Genehmigung der Rechteinhaber erlaubt. Mehr erfahren

#### **Conditions d'utilisation**

L'ETH Library est le fournisseur des revues numérisées. Elle ne détient aucun droit d'auteur sur les revues et n'est pas responsable de leur contenu. En règle générale, les droits sont détenus par les éditeurs ou les détenteurs de droits externes. La reproduction d'images dans des publications imprimées ou en ligne ainsi que sur des canaux de médias sociaux ou des sites web n'est autorisée qu'avec l'accord préalable des détenteurs des droits. En savoir plus

#### Terms of use

The ETH Library is the provider of the digitised journals. It does not own any copyrights to the journals and is not responsible for their content. The rights usually lie with the publishers or the external rights holders. Publishing images in print and online publications, as well as on social media channels or websites, is only permitted with the prior consent of the rights holders. Find out more

**Download PDF: 28.11.2025** 

ETH-Bibliothek Zürich, E-Periodica, https://www.e-periodica.ch

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 reports <sup>1</sup> 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-

<sup>1</sup> These reports consist of

<sup>1.</sup> R. FUJISAWA, Summary Report on the Teaching of Mathematics in Japan (1912).

<sup>2.</sup> 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.

matical 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.