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left to the study of actual educators, the only step taken by the authorities concerned on the occasion was the enforcement of an official examination of text-books in an attempt to effect a control of the contents of school books. In view of these circumstances, the Mathematical Association of Japan for Secondary Education submitted for discussion a draft program of mathematical teaching in girls' high schools to the general meeting held in 1921. During the decade following, increasing need for a revision of the teaching plan was felt in order to keep the female education in line with general development in the country. In 1931, the Mathematical Association evolved following prolonged deliberations a draft revised system dividing the mathematical curriculum in girls' high schools into the regular and the complementary studies, which subsequently secured the adherence of most of the girls' schools in the country.

To sum up, the mathematical teaching in the higher ordinary education for females in the country has made a rapid progress during the past two decades. It is a notable feature of the mathematical education that, despite the distinct standards existing between the middle schools and the girls' high schools in the country in other courses of secondary education, the latter chiefly being aimed at the acquisition of matters necessary for domestic life, instruction in mathematics is leading the male and the female towards an indiscriminate field of education.

6. Mathematical Teaching in Technical Schools.

In the field of mathematical education, the initiative for setting forth a coordinated system has been taken by the Mathematical Association of Japan for Secondary Education, under whose auspieces various researches and inquiries have already been initiated during the past few years.

The contents of mathematical instruction in technological schools are practically the same as in middle schools. During the first, second and third years, algebra, plane geometry and trigonometrical functions of acute angles are taught: in the fourth year, solid geometry and trigonometrical functions of general angles are introduced: and in the fifth year, rudiments of advanced mathematics are brought in among the following lines:

Analytical Geometry: straight lines, conic sections.
Differential Calculus: limits, differential coefficients, maxima and minima, differentiation of transcendental functions, applications of differentiation.
Integral Calculus: indefinite integrals, definite integrals, differential equations.