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8. Mathematical Teaching in Colleges and Speciality Schools.

Colleges and Speciality Schools in which mathematics is taught may, for convenience sake, be divided into those which make a speciality of mathematics and those which treat of mathematics as one of the fundamental courses. The former includes the mathematical course of the Tokyo Butsuri-Gakko, viz., the Tokyo Physics School and the Special Mathematical Course of the Woman's Christian College of Japan. The mathematical curriculum in these schools corresponds to that of the mathematical course of the Higher Normal School. The latter comprises the Higher Technological School, the Higher Polytechnical School, the Mining College, the Higher Agricultural and Forestry School, the Sericultural College, the Higher Fisheries School, the Nautical College, the Department of Physics and Chemistry of the Tokyo Physics School and the Department of Domestic Science of the Japan Women's College and the Osaka Special College for Women, etc. The mathematical curriculum for this latter group of schools follows on principle that of the Science Department of the Higher School with the following supplements on practical mathematics adopted according to special requirements: calculation with various numerical tables, nomography, statistical mathematics, the method of least squares and spherical trigonometry.

In comparing the latest developments in the mathematical teaching in these schools with those in the earlier years, the following points may be pointed out:

(1) Lessons in mathematics have been introduced in such courses as had formerly made little of this subject.

(2) With a view to facilitating the application of mathematics to other special courses, the whole outline of the calculus is taught in the junior classes.

(3) Such high-graded subjects as partial differential equations, integral equations, and Fourier Series have come to be inserted in the curriculum.

(4) Such subjects of the practical mathematics as graphical calculation, nomography, statistical mathematics and the method of least squares have also been introduced. It may be added that some of these speciality schools have been provided with mathematical laboratories.

(5) As a result of the insertion of such additional subjects, lesson hours for analytical geometry and algebra have been decreased.