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11. TRAINING OF MATHEMATICAL TEACHERS.

(1) *Mathematical Instructors of Higher-Grade Schools.*

Those who complete the mathematical courses of the Bunrika Daigaku or of the Science Faculties of the Tokyo, the Kyoto, the Tôhoku, the Hokkaido and the Osaka Imperial Universities, are given qualifications without examination to instruct in mathematics in Higher Schools, Colleges and Speciality Schools. The examination for the license of higher school mathematical teachers is held by the Education Ministry once in a few years.

(2) *Mathematical Teachers of Intermediate Schools.*

As has previously been mentioned, the Government is actively co-operating in the training of mathematical teachers of intermediate schools. Those organs for training intermediate school teachers of mathematics which are under the direct control of the Education Ministry include the Bunrika Daigaku, the Higher Normal School and the Higher Normal School for Women. Teacher's licenses for middle-graded mathematics comprise those granted on examinations and those furnished without examination. Although a private establishment, the Tokyo Physics School is entitled to grant licenses without examination to its graduates of the mathematical course.

Qualifications to be instructors in mathematics in intermediate schools are also accorded on application without examination to those who have studied a fixed number or more of subjects on mathematics in the Faculties of Science, Technology and Agriculture of the Imperial University and also to those who have concluded the study of a sufficient number of mathematical subjects in the technical universities and certain technical colleges.

The examination for the license of mathematical teachers in the intermediate schools is held once a year by the Education Ministry. By the time of the presentation of the Reports of 1912, the subjects of mathematics for this teacher's license examination were confined to the four courses of (1) arithmetic, algebra, geometry, (2) trigonometry, (3) analytical geometry, (4) differential and integral calculus, each of which had been examined in a separate sitting. But at present they are examined all as one with no gradings since 1921, materials being taken from arithmetic, algebra, geometry, trigonometry and the rudiments of the higher mathematics. The higher mathematics in this case include the analytical geometry and the differential and integral calculus. The course of the teacher's license examination for mathematics of intermediate school grade consists

of the preliminary and the main courses, which latter comprises oral examination and tests on teaching methods. The number of the successful examinees in 1935 is put at 20.

12. SOCIETIES, ASSOCIATIONS AND PUBLICATIONS CONCERNING MATHEMATICS.

Representative societies and associations with regard to mathematics in Japan include: (1) The Physico-Mathematical Society of Japan created in 1877; (2) Japanese Association for the Advancement of Science created in 1925; (3) The Mathematical Association of Japan for Secondary Education created in 1919; and (4) Japan Federation of Arithmetical Teaching created in 1933.

Periodical publications concerning pure mathematics and teaching of mathematics comprises the following:

Proceedings of the Physico-Mathematical Society of Japan (started in 1877).

The Tôhoku Mathematical Journal (started in 1911).

Japanese Journal of Mathematics (started in 1924).

Tokyo Butsurigakko Zassi (started in 1892).

The Journal of the Mathematical Association of Japan for Secondary Education (started in 1919).

Gekkan Sûgaku (started in 1934).

Studies on Higher Mathematics (started in 1930).

Sûgaku Kyôiku (started in 1930).

Gakkô Sûgaku (started in 1930).

La Edkado Aritmetika (started in 1923).

13. CONCLUSION.

In conclusion, it may be said that despite the fact that Japan seemed to have been left some time in the past about 20 years behind the European and American nations in starting the movement for reforming mathematical teaching, she has made steady progress in this direction since 1918 until at last at the present time Japan may take pride in being devoted to assiduous studies on mathematical teaching, keeping her position on the foremost front of the mathematical education in the world and yet without being affected by the reactionary thought prevailing in various parts of the world.

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