

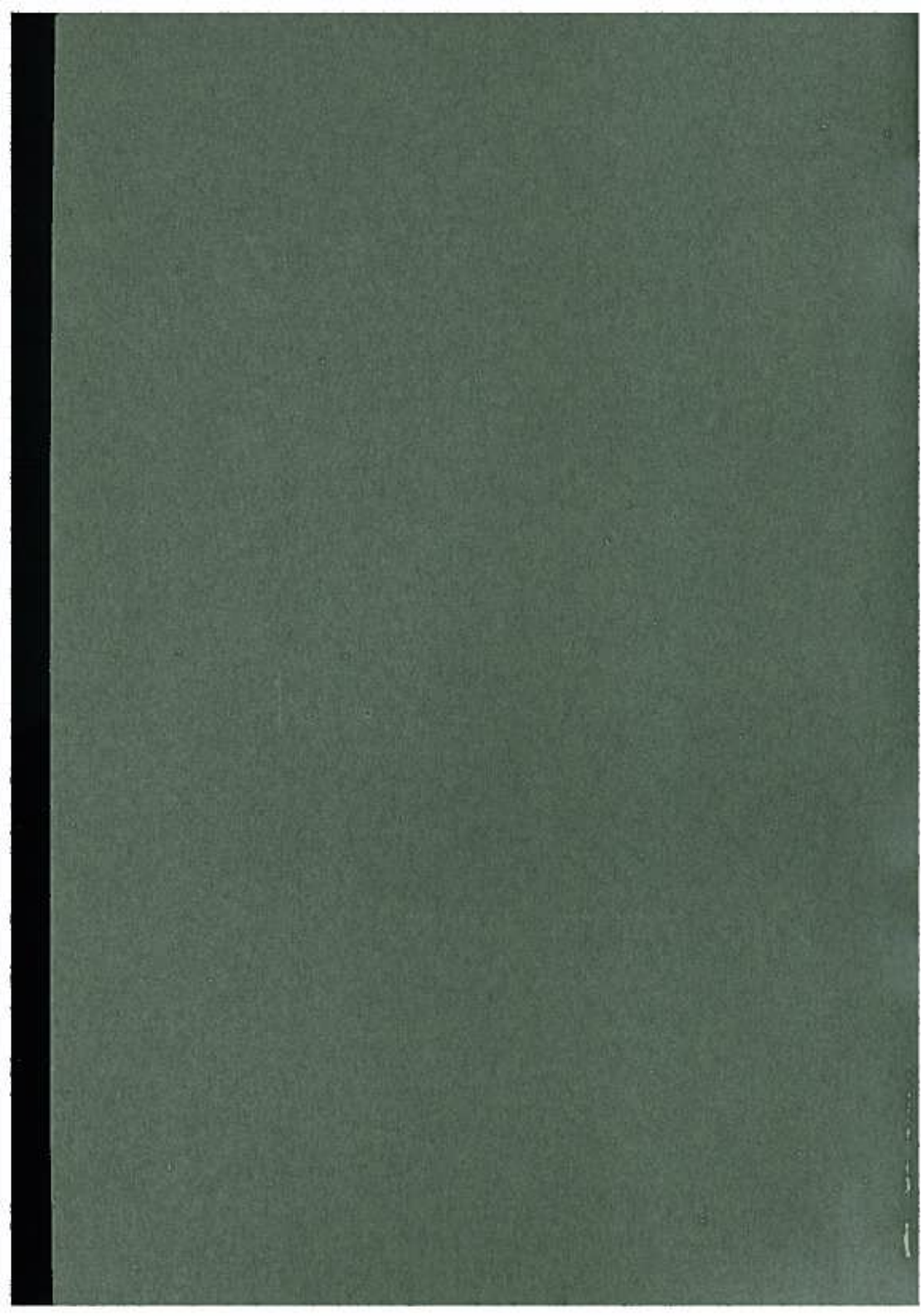
# Japan Women's University

Its Past, Present and Future

TOKYO, JAPAN

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1910



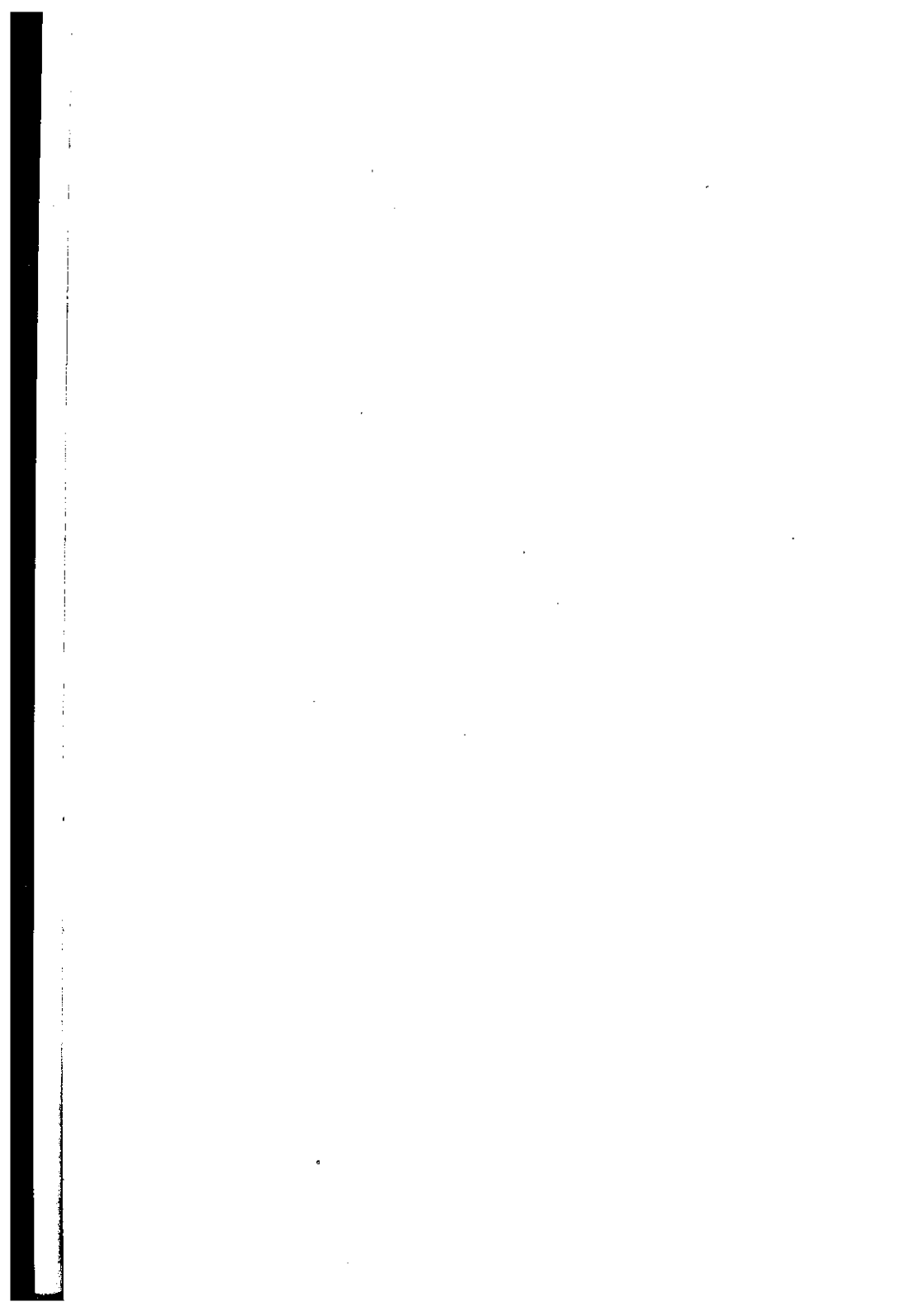
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1910



# PLAN OF THE JAPAN WOMEN'S UNIVERSITY

## SCHOOL BUILDINGS

- 6 Library and Lecture Hall
- 7 "Homei kan" (Lecture Room)
- 8 Primary School and Kindergarten
- 9 Lecture Rooms.
- 10 University Office and High School
- 12 High School Laboratory
- 13 Lecture Rooms
- 15 Gymnasium.
- 19 "Kosetsu Kagakkan" (Chemical Laboratory)
- 21 Cooking Class Room
- 22 Tea Ceremony Room

## BOARDING HOUSES

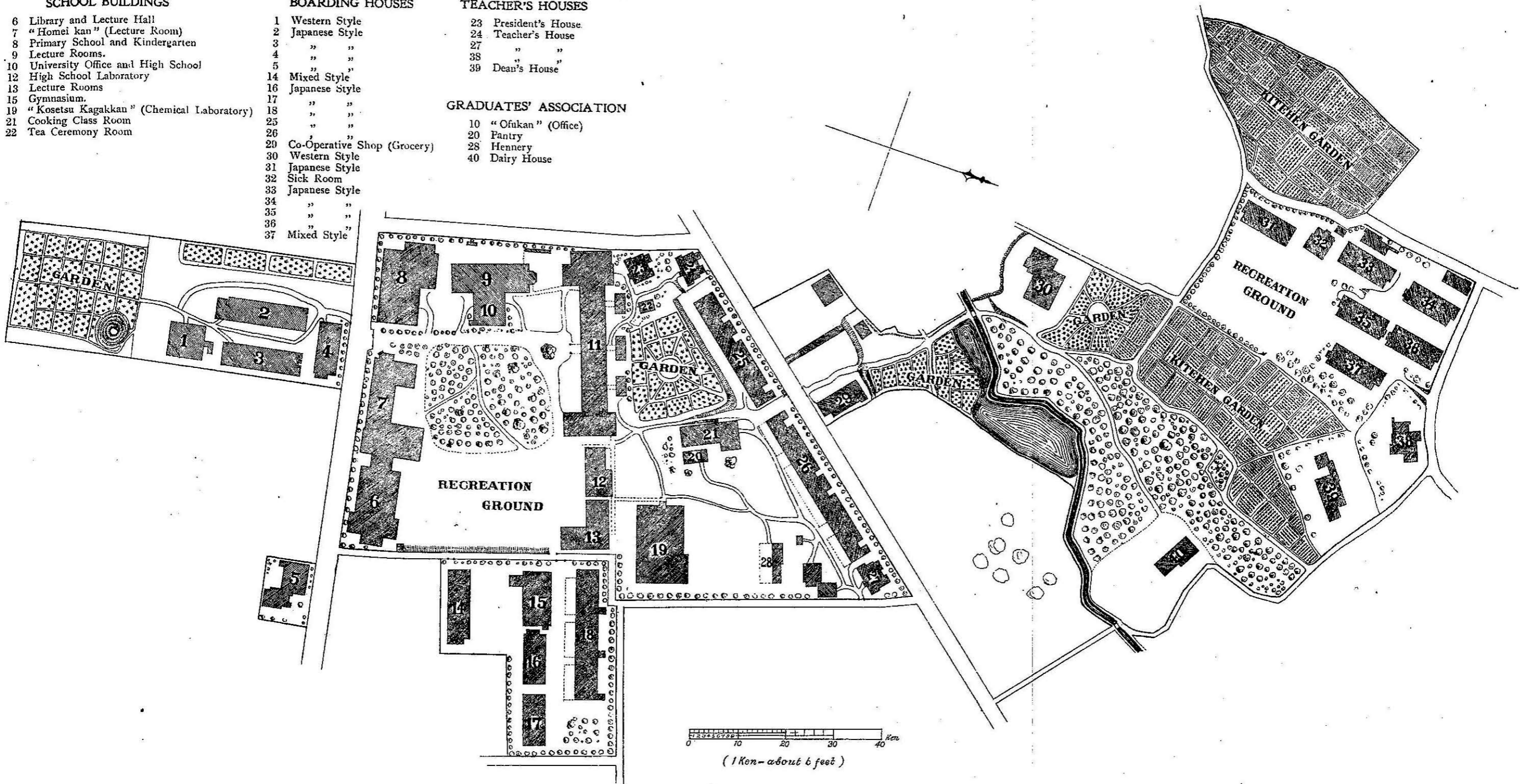
- 1 Western Style
- 2 Japanese Style
- 3 " " "
- 4 " " "
- 5 " " "
- 14 Mixed Style
- 16 Japanese Style
- 17 " " "
- 18 " " "
- 25 " " "
- 26 " " "
- 29 Co-Operative Shop (Grocery)
- 30 Western Style
- 31 Japanese Style
- 32 Sick Room
- 33 Japanese Style
- 34 " " "
- 35 " " "
- 36 " " "
- 37 Mixed Style

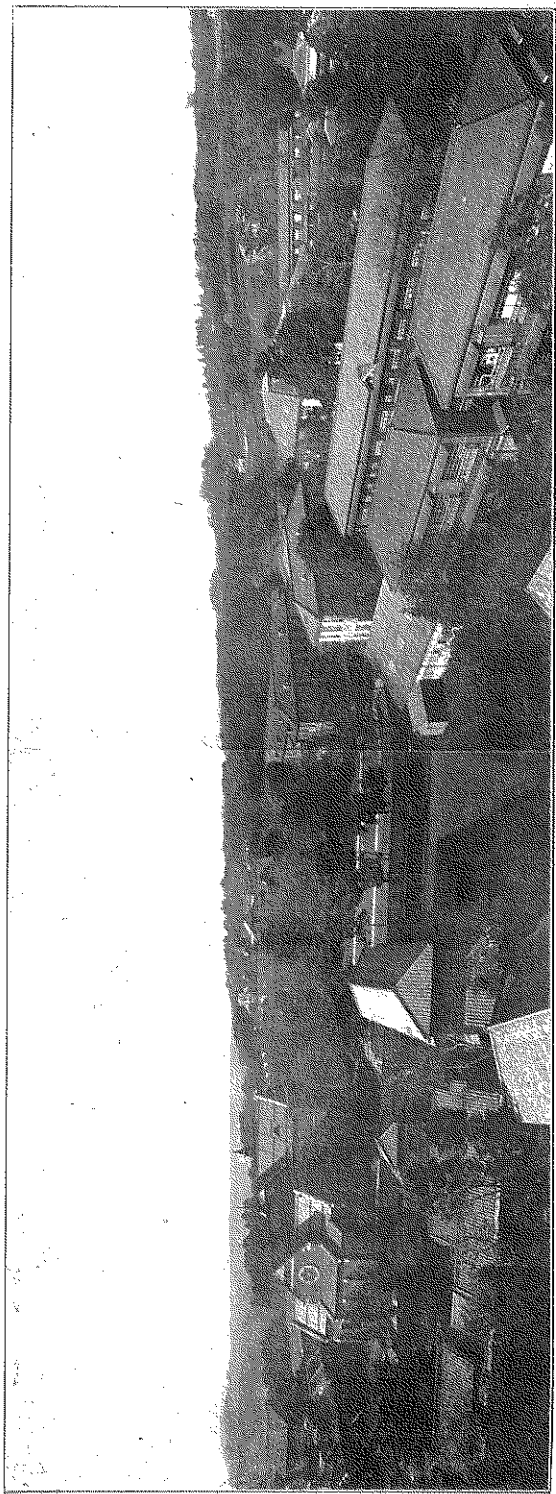
## TEACHER'S HOUSES

- 23 President's House
- 24 Teacher's House
- 27 " " "
- 38 " " "
- 39 Dean's House

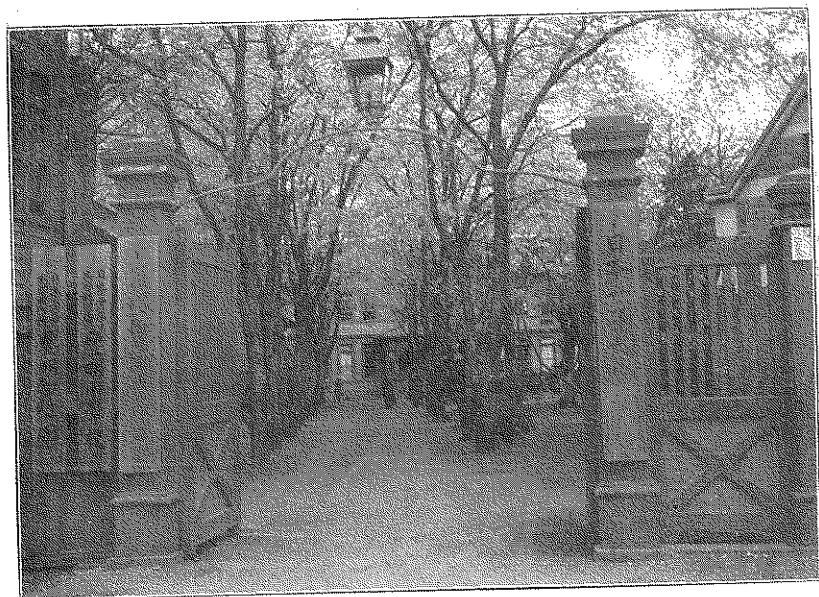
## GRADUATES' ASSOCIATION

- 10 "Ofukan" (Office)
- 20 Pantry
- 28 Hennyery
- 40 Dairy House

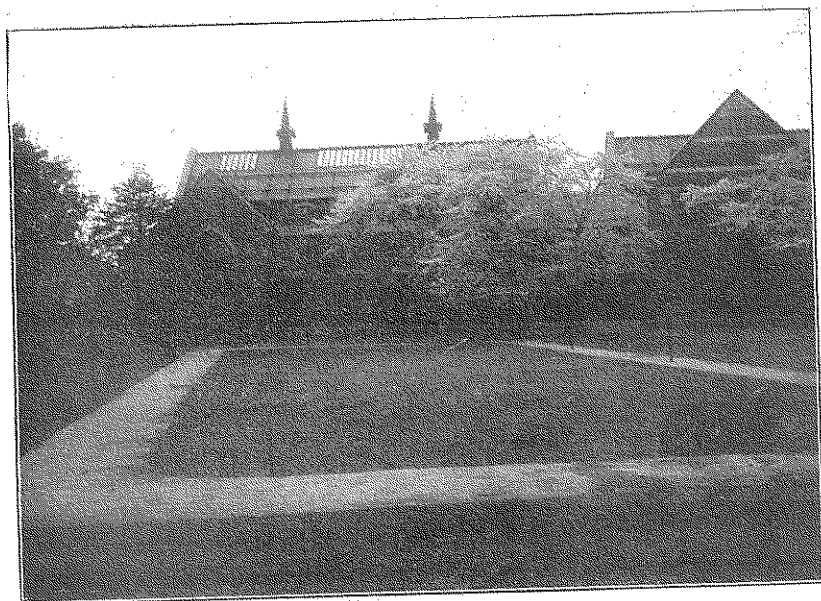




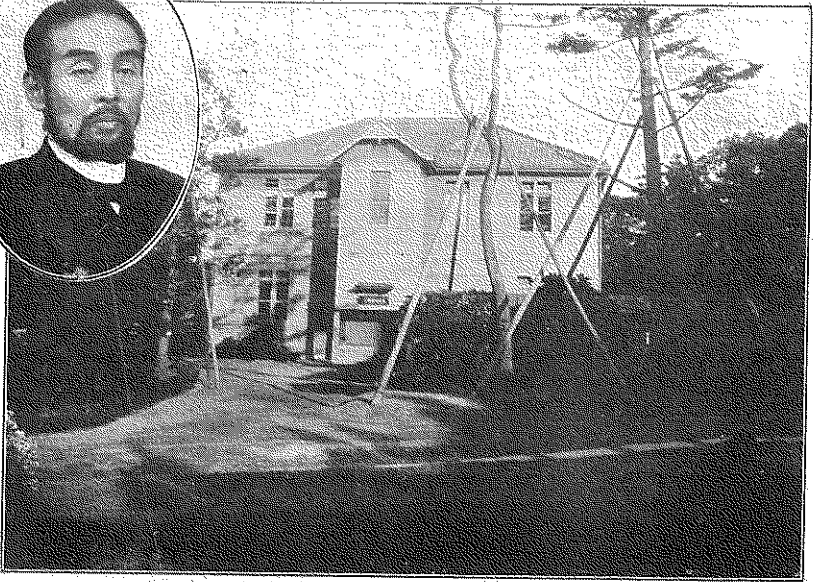
Bird's-eye View of Japan Women's University.



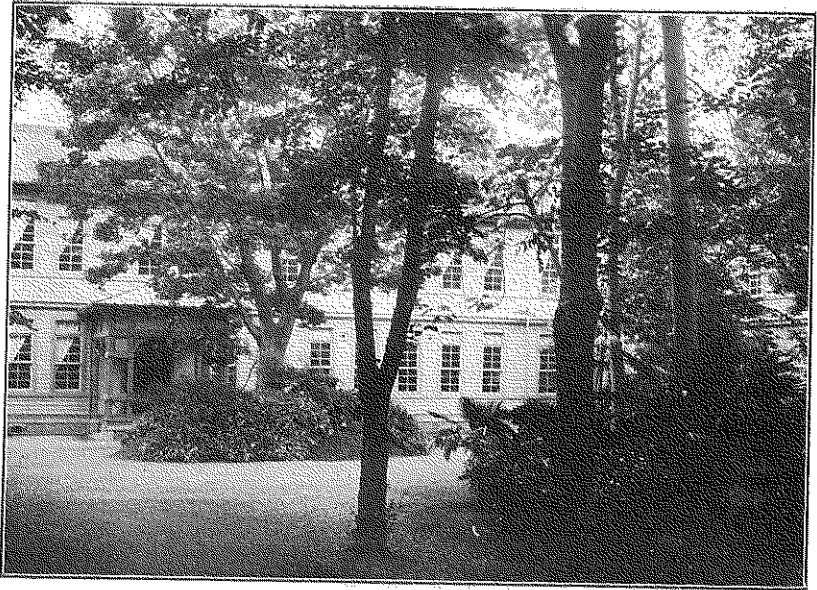
Gate to the University.



Lecture Hall and Library.



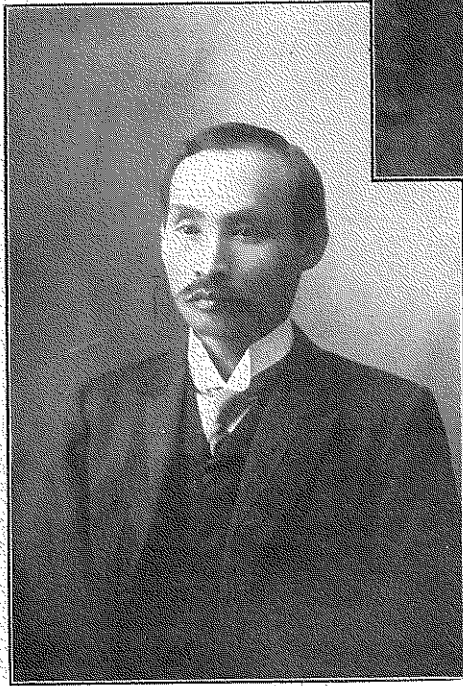
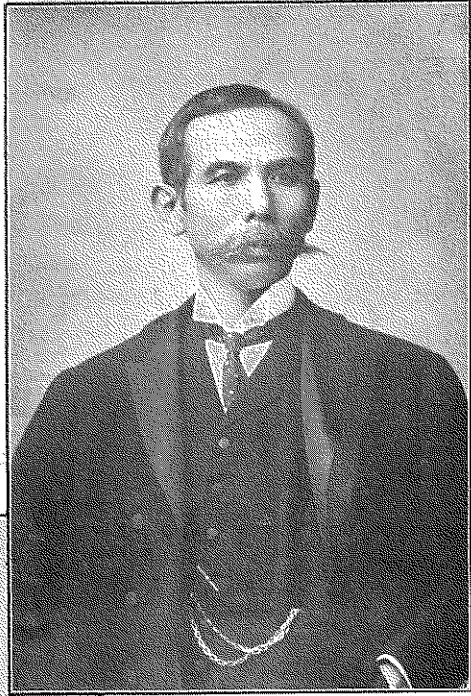
Chemical Laboratory and Mr. Fujita the Donor.



Lecture Hall.



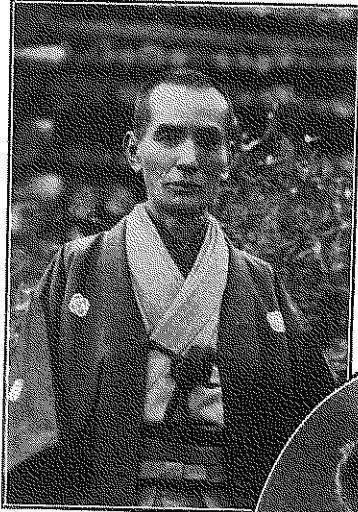
Pres. J. Naruse.



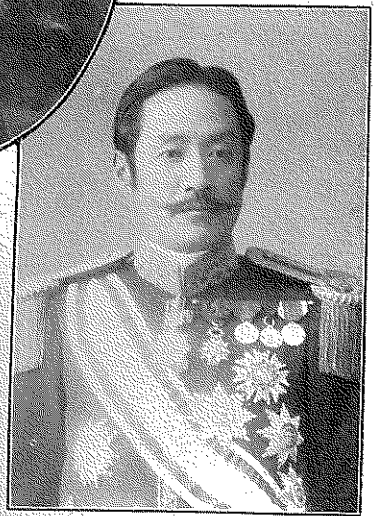
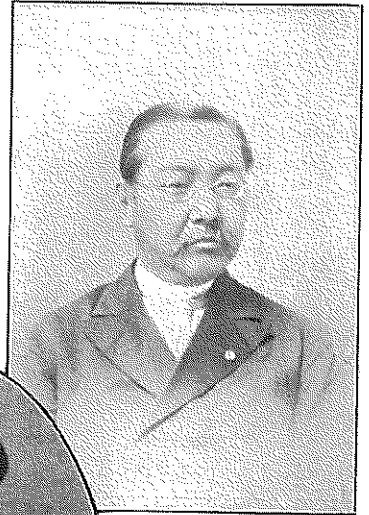
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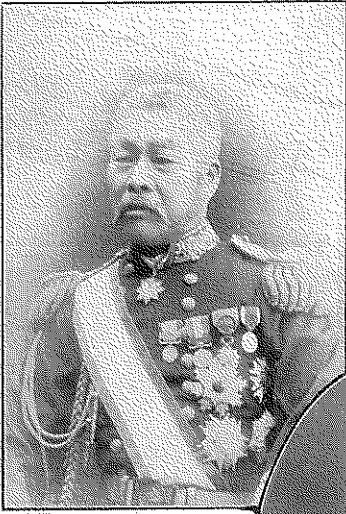
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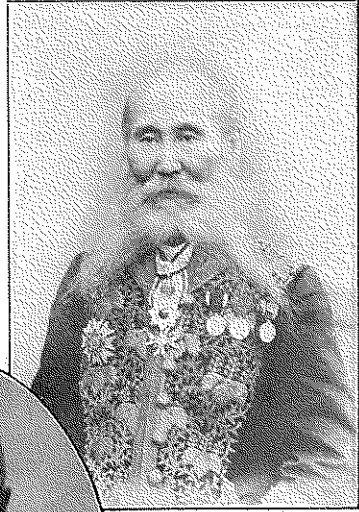
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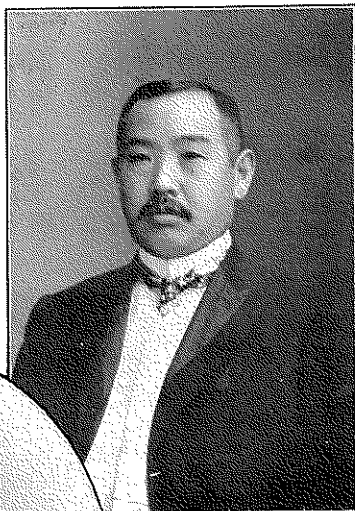
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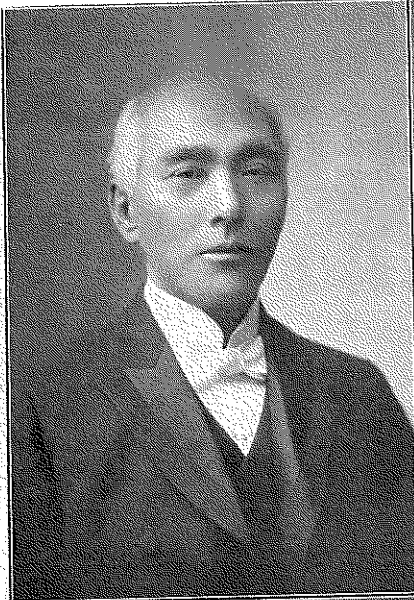
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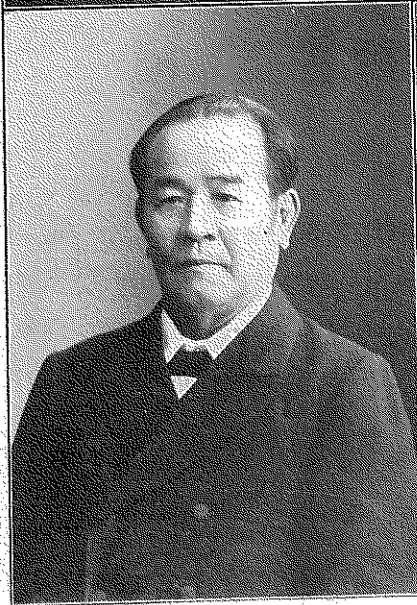
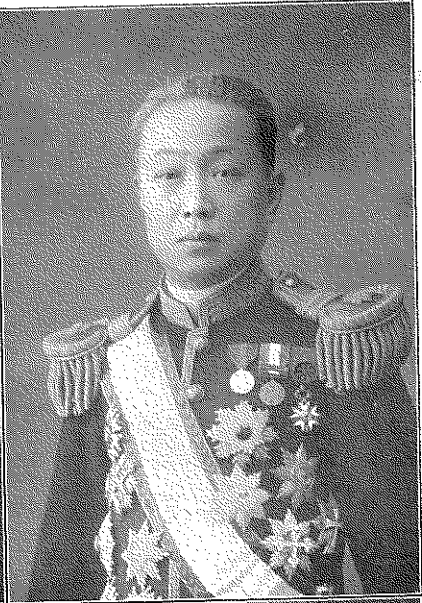
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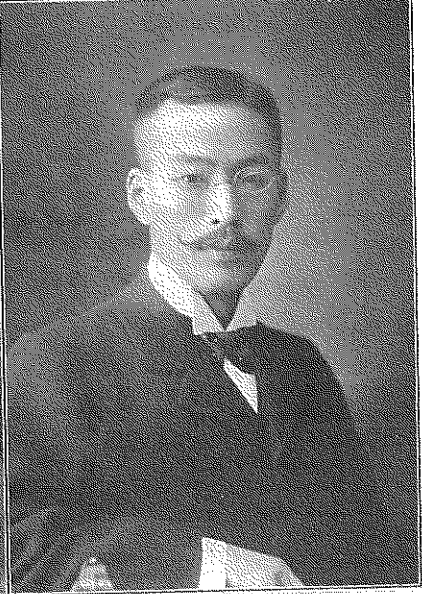
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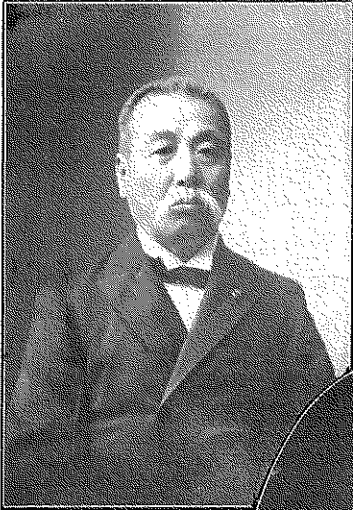


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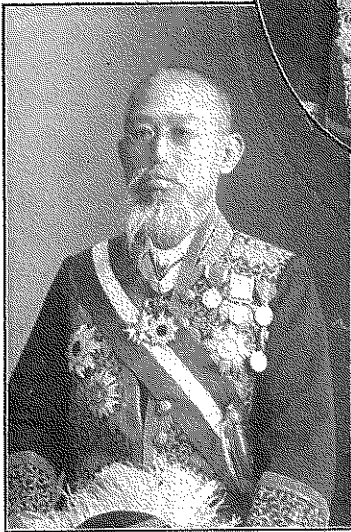
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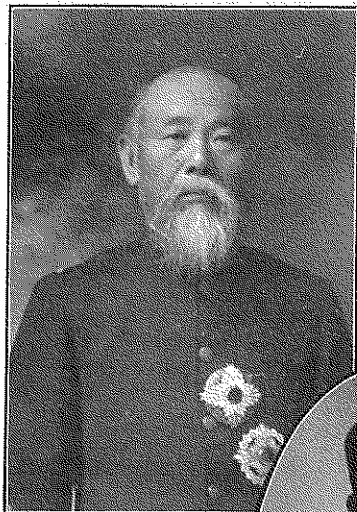


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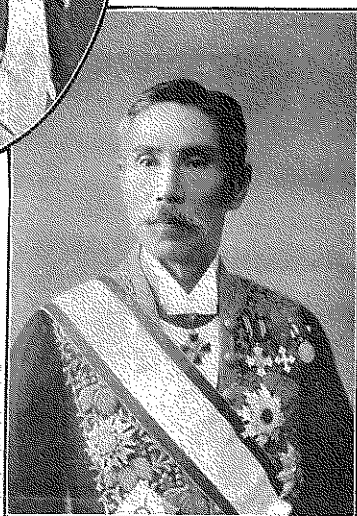
C. Takasaki, Esq.

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# Japan Women's University.

Its Past, Present, and Future.

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## CHAPTER I. THE PAST OF THE UNIVERSITY.

### SECTION I.—STEPS WHICH LED TO THE FOUNDATION OF THE UNIVERSITY.

**A Young Man's Great Decision:**—In 1875, the year in which the Smith and Wellesly Colleges were founded in the United States and Newnham Hall was opened in England, a bright-eyed Japanese lad of 17 years of age spent the night in a hotel in Kobe. His heart had been greatly stirred by the recent revolution, and he was consumed with the desire to do his best for the future of his country. So great was the conflict of thoughts in his mind that he found it impossible to sleep. It happened that night that there was a party of men upstairs who spent the whole night in riotous pleasure with Saké, Geisha, singing and dancing. A verse of Scripture "who can find a virtuous woman?" now flashed upon his mind with greater force than ever, and led him to make the great decision of his life. He said to himself: "Such debauchery and immorality must be the results of women's ignorance, inefficiency and inability to perform their duties. While women are contented to lend themselves to such usages as these, how can this nation become great and this people happy?" These reflections led him to realize the im-

portance of women's education, being convinced that women's influence lay at the center of nation's life and was the foundation of its strength. In those days, however, the whole nation was apparently given up to grasping at lucrative undertakings of all kinds and there was scarcely a single individual who volunteered to engage in so unprofitable a venture as women's education. He determined to obey what seemed to him a Heavenly call, and devote himself to the women's education. The Japan Women's University of Tokyo is the result of his obedience and devotion. He was none other than Mr. Jinzo Naruse now President of the Japan Women's University.

**First Provisional Realization of His Decision.**—Mr. Naruse at once took steps to carry his decision into practice. With the assistance of friends he established a girls' school (whose principal he afterwards became) in Osaka, the second great city in the Empire. This was in 1876, the year after he made his great decision, and the name of the school was Baikajogakko. The school exists to-day as a well-known Christian institution. In 1883, which was a year after the founding of Royal Holloway College in England and of Bryn-Mawr College in the United States, Mr. Naruse founded another school similar to the one already established in Osaka, in Niigata, an important city in North Japan, and he became its principal. Thus did Mr. Naruse establish girls' schools in different places, and he also did all in his power to encourage others to do the same, his aim being the spread of liberal education among women, as a step towards the establishment of a women's university.

**Guiding Principles in Women's Education.**—About twenty-one or two years ago, as a reaction against the powerful in-

tellektual tendency popularly known the Europeanizing tendency, there arose men who preached what was known as Nippon Shugi, the aim being to warn people not to lose the distinctive characteristics of our own nationality. As a result of this reaction, the principle of women's education which followed the Europeanizing tendency was severely criticized, and in its stead an old fashioned education, having for its aim the training of women strictly for their daily function in life, was much sought after. Carried away by this reaction, men forgot the importance in education of aiming at the formation of women's character. Mr. Naruse came to think that the great national aim could not be the mere preservation of the so-called national principles, neither could it be the promiscuous importation of things foreign, ignoring the country's past historical life; but that the aim should be to intelligently realize the chief end of human existence, and having in view the great tendencies prevailing in the world at large, to develop our national characteristics, so as to be able to make contributions toward the progress of the human race. As our national aim is, so let our educational aim be. Women's education must go marching parallel with the true national tendency. With these ideas in his mind, Mr. Naruse now felt the necessity of studying more fully than he had done, the history and the present real conditions of the country, and at the same time of studying the conditions of women's education abroad.

**Mr. Naruse's Visit to the United States:**—The United States being known as the country where women's higher education has made the greatest progress, in 1890 Mr. Naruse visited that country, spending altogether three years there in study and observation. When he came back, he had within him a strong

conviction of the principles on which women's higher education should be conducted.

SECTION II.—PREPARATIONS FOR THE FOUNDATION TO THE  
WOMEN'S UNIVERSITY.

**Publication of Mr. Naruse's Book on Women's Education.**—When Mr. Naruse came back, the councillors of the Baikajogakko in Osaka, after consenting to adopt his ideas on education invited him to become its principal. Although he accepted the offer, and filled the post for a short time, he was afterwards led to resign it, owing to the difficulty of carrying out his ideas. He then determined to found a women's university, and in 1895 published a book called "Women's Education," in which the importance and advantages of women's higher education were fully discussed.

**First Sympathizers and Supporters of the Undertaking.**—Mr. Naruse began by visiting prominent men of the country, and succeeded in enlisting the sympathy of the late Prince Ito, Prince Yamagata, Marquis Saionji, Count Okuma, Baron Shibusawa, Baron Iwasaki, the Mitsui family and Mr. Morimura in Tokyo, and of the late Baron Utsumi, Baron Kitabatake, Mr. Sumitomo in Osaka, besides many others prominent in political and industrial circles. Since those early days, Marquis Saionji, Count Okuma, Baron Shibusawa, Messrs. Sumitomo, Mitsui and Morimura have shown especial and continued interest in the work of the University. They have indeed looked upon the University as their own, and co-operated most loyally in the work of founding and building up the institution. We must not, however, forget to make especial mention of Mr. Dogura, a well-known forestry-



industrialist, and of Mrs. Asa Hirooka, a well-known lady who is at the head of a large industrial establishment in Osaka; these being the very first people who, by sympathy and pecuniary assistance, helped Mr. Naruse to begin his efforts. We must also make particular mention of the late Prince Ito, as one whose sympathy, encouragement and advice were invaluable during the early stages of the undertaking. But before we end the list, we must mention the name of Mr. Shozo Aso, whose sympathy and co-operation, beginning with the days which he and Mr. Naruse spent together in Niigata, have been all along most steadfast and loyal, who, from the very start, engaged in the work of the University as its dean, and who recently spent two years in studying the condition of women's education in America and Europe.

**Public Announcement of the Project and Appeal for Contributions.**—From the very start, the promoters of the Women's University had to fight against the obstinate opposition of men of old-fashioned narrow ideas, and against the moderate opposition of men who thought the time was not yet ripe for such a scheme, but the sympathizers were found to be unexpectedly numerous. In April 1896, the first meeting of the promoters was held, at which an executive committee of 18 members was elected, with the late Prince Konoe as chairman and Baron Shibusawa and Mr. Sumitomo as treasurers. After this, three meetings were held in Tokyo, Osaka and Kobe, to which prominent men in each city were invited, and at these meetings particulars concerning the Women's University were fully explained. In May of the same year, the executive committee held its first meeting at which the question of raising a fund was discussed, and Count Okuma was elected as chairman in place of Prince Konoe who resigned.

But the time was most unfortunate. There was an intense and wide-spread depression of trade, and at one time the committee felt inclined to postpone the attempt to collect a fund. But on further reflection they decided to go on with the attempt, notwithstanding the depressed conditions of the market, for they argued that as the work of women's education was one that could not be accomplished in a short period of time, the cause must not be neglected on account of a temporary financial depression.

**Preparations for Opening the University.**—As soon as the above mentioned decision was made by the executive committee, Messrs. Naruse and Aso began to work night and day, travelling all over Japan to solicit contributions, and after three years succeeded in collecting subscriptions of over 150,000 *yen*. In April 1899, a meeting of the executive committee was held and it was resolved to open the University from April 1900; in view of this resolution, they appointed two committees, one to deal with the work of building and the other to plan the education. These committees at once went to work—building lecture halls and boarding houses, making courses of study, selecting professors and lecturers.

SECTION III.—ABSTRACT FROM “THE APPEAL TO THE PUBLIC.”

**Reasons for the Establishment of the University.**—Although the result of the recent war with China has surprised the world by revealing the real strength of Japan, and showing that she is worthy to be counted one of the strong nations of the world, yet it was merely a first step in our country's great career. Great is the burden of responsibility, distant is the end, many are the tasks to be accomplished and the obstacles to be overcome.

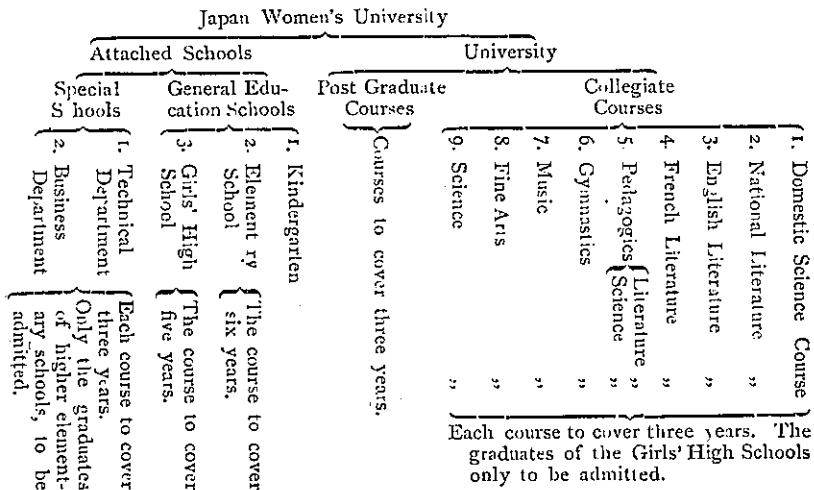
For our guidance, His Majesty the Emperor has pointed out national defence productive industry and education as the three things most important in the post-bellum program. The whole nation has made an immediate response and much activity is to be noted in matters of education. But we can not refrain from expressing our surprise that female education seems to be excepted from this general activity, for we see scarcely any who are devoting themselves with any marked energy in this line of education. Why is this? Is it because women are not worth educating? Is it because people do not take note of the importance of female education as its effects are not seen at once? Whatever the reason be, the fact remains, and it is one most regrettable in this enlightened age of our history. It is needless for us to say, that the influence of women on all social matters is inexpressibly and inestimably great, constituting as they do, one half of the nation. It is easy to see what effect the education of women will have on the national welfare. Whether a nation is great or small, depends on whether its women are educated or not. This is why we have undertaken to establish a Japan Women's University, in order to give higher education to our women, and to encourage the spread and reform of women's education in general. In proposing this, we are not indulging in a kind of luxury, but our convictions on the importance of higher education for women are most firmly grounded, so that we hope to put into practice our long-cherished principles and plans concerning women's education, in order that we may be able, in however small a degree, to contribute to the reform of society and the expansion and growth of the nation. The general outlines of these principles and plans we venture to sketch herewith.

### Principles which, should govern Women's Education.

—The principles we wish to put into practice in the education of women are three:—1. to educate women as human being; 2. to educate women as woman; 3. to educate women as member of the community. On mature reflection, we have been led to the conclusion that most of the women's education now prevailing in this country, is being conducted on the assumption that a woman is some sort of implement or machine, so that what is imparted to her is the so-called useful knowledge, useful in everyday life, some craft which can be put to immediate practical use; and those who engage in this kind of education fail, as it seems to us, to regard a woman as a personality, a human being. We, on the other hand, believe that the aim of a common general education, as well as of a university education for women, is to educate them as personalities, as human beings. What do we mean by saying that women must be educated in the first place as personalities, as human beings? We mean simply that education must aim at the all-round development of women, both in mind and body; it must try to make them fully developed personalities, so that in whatever station they may be placed, they will be able to do their duty well. But this is not the sole aim of women's education. We can not ignore the fact that woman is woman; her physiology and the structure of the society of which she is a member, require of her duties which are peculiar to her, in the performance of which her mission in life consists. In other words, her great function is to become a good wife and wise mother. Now to be a good wife and wise mother is no easy thing. What are the necessary qualities for the good wife and wise mother of the future? She must possess a noble character,

refined virtues, a clear intellect, a healthy body and useful accomplishments. But this does not yet exhaust the aim of women's education. A woman is a member of the civic community, of the body politic. She must be so educated that she shall always remember that her life is related in an important manner to the nation, that the prosperity or the decay of the nation, of which she is a part, rests in a material degree on her. Thus the principles which shall govern us in educating women are 1. to educate them as human beings, as personalities; 2. to educate them as women, in order to fit them to become good wives and wise mothers; 3. to educate as members of the nation, so that they may always remember that their lives at home are related in an important manner, however hidden, to the prosperity or decay of the nation.

**Organization of the University and the Schedule of Studies.**—Our plan is to establish, within one comprehensive system, all the different grades of schools, from the Kindergarten up to the University, so that we may be able to thoroughly put into practice our principles as explained above.



**Defence of the Higher Education for Women.**—We believe the higher education for women to be, on the one hand, what women themselves demand, while, on the other hand, it is what the nation demands for its own good. We believe it to be an immense loss to the nation that, while the higher education of men is making daily progress, women who are to be men's partners in life should be confined to performances in *Chanoyu* and etiquette, or playing on the *koto*, ignorant even of the elementary principles of home education, without intelligence enough to show sympathy with men's enterprises, unable to partake in the progress of the nation or the reform of society. Then again, our aim in establishing the women's university is neither to copy in toto the higher institutions for women in America and Europe, nor to rival the men's university courses in this country. What we aim at is to so frame our schedules of study as to suit the mental and physical conditions of women at present, and to gradually raise the standard in accordance with general progress. In giving such an education, we shall be careful to lay emphasis on physical training, so that studies may not injure health; to respect the individuality of each student so that, as far as possible, we may give the training most fitted to develop her own particular efficiency; and in moral instruction, to aim at giving such a training, as shall be based on the principles of *Bushido* as applied to home life, but to take in whatever is good and superior in the homes and female virtues of foreign countries, hoping thus to raise the virtues of women and the homes of this country even to such a height that they may be the models for other countries. In regard to boarding houses, we intend to have many home-like establishments where under the supervision of

a lady superintendent, older and younger students shall board together, looking upon her as mother and upon each other as sisters; and learn not only to live in peace and cordial fellowship sharing each others' joys and sorrows, but also to manage the establishment, each one sharing in the work of this home.

Such, in brief, were the aims and principles which existed at the very start in the minds of the founders of the university, and such remain to-day the ruling aims and principles of the institution.

**The University as it was first Opened.**—After five years' ceaseless toil on the part of the founders, on April 20th 1900 when the cherry trees were in full blossom, the Japan Women's University which, as Marquis Saionji put it, was to be the pioneer in the women's higher education of the Orient was at last opened. The conditions in which it at first found itself are briefly as follows:—

I. Area of the grounds and buildings.

1. The grounds ... ..	5520	tsubo
2. The buildings ... ..	707.5	tsubo
Two buildings, containing lecture rooms ... ..	298.75	
Three buildings accomodating 8 boarding house establishments... ..	277.75	
Two houses for professors ... ..	51.50	
Attached buildings ... ..	79.50	
	<hr/>	
	707.50	

II. Courses opened and number of students.

1.—The courses opened were, in the university proper, the domestic science, national literature, and English literature courses; in the preparatory department, an English preparatory course; and among attached schools, the girls' higher school.

2.—The number of students registered was 510, of whom particulars are as follows:—

University proper	
Domestic Science course ... ..	91
National Literature „ ... ..	84
English Literature „ ... ..	10
	185
English preparatory course ... ..	37
Girls' High School ... ..	288
	510

III. Professors and Staff.

1. President and Dean ... ..	2	
2. Professors connected with university courses and English preparatory course ... ..	30	{ men ... 25 women.. 7
3. Teachers connected with the Girls' High School.	18	{ men ... 7 women.. 11
4. Clerks and treasurer ... ..	3	
	53	

**Gracious Gift of Her Majesty the Empress.**—In the following September, the University had the rare good fortune of receiving a gracious gift of money, two thousand yen in amount, from Her Majesty the Empress. That Her Majesty always took the deepest interest in the education of women, everybody knew with gratitude; but this was the first instance in which she made such a gift to a private institution of any kind. The president, the executive committee, the professors and all connected with the University, were most humbly and deeply impressed with this token of Her Majesty's interest in the higher education of women, and have ever since with redoubled energy devoted their effort toward the attainment of the great aim set before them.



**Criticisms.**—When the founders' appeal to the public was announced, it called forth all sorts of criticisms, which may be divided into two classes; one class being the criticism directed against the university education of women, and the other that directed against the founders. While among the criticisms of the first class, there were some which merited careful attention, all personal attacks we have left out of account altogether. Now the criticisms against women's university education may be divided into several classes: first, that higher education would make women proud and conceited and would cause them to lose the refinement and mild demeanor characteristic of Japanese womanhood; second, that higher education would lead women to eschew home life, house work, child nurture and even marriage itself—and to seek an independent and free life; third, that the higher education of women would injure health, making many of them invalids or childless, while in the case of others, though they might have children, these would be few in number and sickly; and thus higher education would disable women to perform their chief function of the propagation of the race. These criticisms have been met and answered, one by one, by earnestly explaining the aims and motives which actuated the founders, so that a great many who appeared enemies have become friends. As to personal attacks, they consisted in hurling strong epithets at the founders, as mountebanks and hypocrites; these attacks seemed to come mostly from conservative educators or bigoted religious men. An immense number of slanders and calumnies appeared in a certain class of newspapers, but they have produced no effect, the disinterested motives which actuated the founders being even.

made clearer by this ordeal, and the friends of the University came to place even greater confidence in them than ever.

**Financial Difficulties.**—At the same time that we had to fight against criticisms as mentioned in the preceding paragraph, we were confronted with the greatest financial difficulties. As has been already stated, the University was opened at a time of great financial depression, and an immense difficulty was experienced in collecting funds. But the decision of the University authorities stood immovable; first, that the contributed fund unless otherwise mentioned in the conditions of gift were remain permanent funds, and, second, that the money was to be spent with the greatest economy. This won the confidence of the contributors, and that we were able to surmount these financial difficulties and reach the present comparatively prosperous condition, must be ascribed to the strict adhesion to these principles.

**Professors and Esprit de Corps.**—The University was opened, the buildings, schedules, and organizations were tolerably complete; but these constitute an outside material body, so to speak, and the most important thing yet remained to be done; namely, to breathe the spirit of life into this material body. This, then, was the task to which we have devoted all our energies, and in which we trust have been successful to a certain extent. There are four things which constitute the source of the spiritual life of the students in our university:—they are (1) the self-sacrificing motives of the founders of the University, (2) the history of the foundation which is full of self-sacrificing spirit, (3) the superior personal qualities of the professors, (4) the good esprit de corps in the schools. The

generous motives which actuated the founding of the University and the self-sacrificing labours of the founders and promoters have already been explained; there remains only the need of explanation concerning the personal qualities of the professors and the esprit de corps. In regard to the professors, it is sufficient to say that we have tried to secure the services of professors and lecturers, who are noted for personal virtues learning and experience, and who have moreover passed middle life; and we believe we have been successful in our attempt, so that we may say that, under the peculiar circumstances in which we were placed, we could not have done any better than we did. In establishing the esprit de corps, however, we found immense difficulties. There was a large number of students who were comparatively advanced in years, some even over thirty-five years of age, so that their characters were to a large extent already formed and they lacked plasticity, the quality so much needed for giving a good education. A further difficulty was found in the fact that there was a wide gulf between the aims and method of education in our University and those of other schools, so that the students came in many cases, with ideas quite different from the principles we intended to inculcate. Then again, as these students came from all over Japan, there was much diversity in dialects, age and sentiment which prevented their coming into sympathetic understanding with each other. It is gratifying to state, however, that after about three years we came to find an esprit de corps, a fresh spirit pervading the schools, which was owing no doubt in a large measure to the existence of the self-sacrificing motives and history which preceded the establishment of the University, and

the continued presence in the midst of the schools of Mr. Naruse as president.

**The Birth of the Cherry-maple Association.—**

The *Ōfū kai*, or the Cherry-maple Association is the name of an association formed by the graduates of the University. The name was chosen to express the ideal that they would nourish virtues as beautiful as cherry-blossom and maple-leaves, devoted to the service of society and the nation. The association was formed by our first graduates when they were in the third year of their courses. Since then, owing to the united and earnest endeavours of the members, the association has been yearly more closely knit together, more successful in its numerous undertakings, and thus has rendered a most useful service to the development of the University. About three years ago, the association held a large bazaar at which the net profit of five thousand *yen* was realized. This was presented to the University library for the purchase of books. The present prosperous condition of the association will be explained further on.

**The Growth of the University.—**(1) The first great step in the further extension of the University was taken through the generosity of Mr. Morimura. Mr. Ichizaemon Morimura, the head of the firm of Messrs. Morimura and brothers who have a large trading establishment in New York, is a gentleman with an independent spirit, full of humanitarian sentiment, and a successful business-man, worthy to be called a model business-man of Japan. To commemorate the lamented death of his brother and son, who laid down their precious lives on the battlefield of commerce, he had many years previously organized an association called *Hō-meī-kai*,—(Hō and Meī being

the names of his brother and son)—with the object of collecting a fund which he hoped to spend in due time for the public good. Now in 1904, at a time when, owing to the Russian war, the entire future of Japan hung in the balance, Mr. Morimura resolved to spend part of the fund held by the Homei Kai and consulted confidentially with Pres. Naruse on the subject. On Pres. Naruse's giving his advice, after careful and unselfish consideration Mr. Morimura and the members of the Association gladly accepted this advice, and the fund was given to the University for founding the Pedagogic Department, and for the construction of buildings for the Elementary School, Kindergarten and the library. Thus was the University enabled to take a great step in advance. With what motives and joy Mr. Morimura made this gift, may be judged from what he wrote and said to Pres. Naruse. "In considering the future of our country, I have come to be greatly impressed with the need of an increased efficiency in women's education, which is the foundation of national education. I hereby make the gift of 55,000 *yen* for the establishment of the Pedagogic Department", was what he wrote to Pres. Naruse. "Since last night my heart has been full of joy. When I consider that I have sown a seed for the service of the nation, though it be but a grain of millet, I have great peace in my soul. I have nothing to regret, even though I should die now. All along during my fifty years' labours as a business-man, I have had the service of our country at heart, and with your help I have succeeded in solving the long-standing problem of how to spend the Homei fund. I want to thank you from the bottom of my heart" was what he told Pres. Naruse.

Mr. Morimura's gifts amount altogether to 90,000 *yen*. This

is not a large sum when compared with similar gifts in England or America. But in our country it was the largest gift of the kind ever yet made, and in view of the customs and condition of our country at the time, it was worth several millions in foreign countries. This gift of Mr. Morimura's served as a stimulus to others, so that, through an increased spirit of self-sacrifice, the other members of the promoting association gave, within a week or two, 100,000 *yen*. The funds and properties of the University were, from that time, entrusted to a newly formed Board of Trustees, to be held by that body in trust.

(2) The second great step in the progress of the University was taken two years after the first expansion mentioned in the preceding paragraph. Though it is true that we put up some additional buildings, this second step in advance consisted mainly in the reform and perfecting of the teaching materials and organization. A chemical laboratory building and boarding houses were put up, and a reform made in the literature department. The chemical laboratory is a two-storied building, with a complete outfit, which, according to the opinion of professor Doctor Nagai, is second only to the chemical laboratory of the Imperial University, and one the equal of which is rarely to be met with in the women's colleges abroad. There are four rooms for students' experimental work which can altogether accommodate ninety six students, while the lecture hall can seat two hundred. The cost of the building and outfit was 25,000 *yen*, which was given by a well-known millionaire Mr. Fujita of Osaka. The new boarding houses put up were seven in number costing 26,000 *yen* which was given by Baron Shibusawa, so well known abroad.

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## CHAPTER II. THE PRESENT OF THE UNIVERSITY.

### SECTION I.—COUNCILLORS, OFFICERS AND PROFESSORS OF THE UNIVERSITY.

#### Councillors of the University

Mr. Shozo Aso.	Ichizaemon Morimura, Esq.
Shozaburo Dogura, Esq.	Kichibei Murai, Esq.
Marquis Hachisuka.	Riohei Murayama, Esq.
Mrs. Asa Hirooka.	Mr. Jinzo Naruse.
Jitsuei Hirose, Esq.	Viscount Nagamoto Okabe.
Prince Tomosada Iwakura.	Count Shigenobu Okuma.
Count Sukenori Kabayama.	Magobei Okura, Esq.
Baron Harufusa Kitabatake.	Marquis Kimimochi Saionji
Baron Yuzuru Kubota.	Baron Eiichi Shibuzawa.
Baron Hachiroemon Mitsui.	Kichizaemon Sumitomo, Esq.
Saburosuke Mitsui, Esq.	

#### Officers and Professors of the University

##### Officers of the University

JINZO NARUSE	<i>President.</i>
SHOZO ASO	<i>Dean.</i>
SHIGETARO TSUTSUMI	<i>Secretary.</i>
MASAYASU MATSURA	<i>Librarian.</i>

##### Professors of the University

SHOZO ASO	<i>Ethics, Psychology and Pedagogics.</i>
KEIHEI FUJIOKA, Bungakushi	<i>Japanese History.</i>
TOMOKICHI FUKURAI, Bungakuhakushi	<i>Psychology.</i>
YASUTARO GOKIU	<i>Chinese Literature.</i>
MAKITA GOTO	<i>Physics.</i>
MISS F. B. GREENE, B. A. (Wellesley College)	<i>English and English Literature.</i>
YAICHI HAGA, Bungakuhakushi	<i>History of Japanese Civilization</i> <i>Japanese Literature.</i>

YOSHIYUKI HAGINO, Bungakuhakushi	<i>Japanese History, Japanese Literature.</i>
TASUKE HATTORI B.A. (Wabash College)	<i>Botany.</i>
SANJIRO ICHIMURA, Bungakuhakushi	<i>Chinese Literature.</i>
YORIKUNI INOUYE, Bungakuhakushi	<i>Japanese Literature.</i>
KOTORA JINBO, Rigakuhakushi	<i>Mineralogy.</i>
MASATADA KABA	<i>Mathematics.</i>
KENSAKU KAWANO	<i>Chinese Literature.</i>
GIOKUSHO KAWABATA	<i>Japanese Painting.</i>
MASAKOTO KIMURA, Bungakuhakushi	<i>Japanese Literature.</i>
NOBUTA KISHIMOTO M. A. (Harvard Univ.)	<i>English, English Literature.</i>
NOBORU MATSUI	<i>Oil Painting.</i>
MASAYASU MATSURA	<i>English Literature.</i>
MRS. MASAKO MIWADA	<i>Chinese Literature.</i>
HIIZU MIYAKE, Rigakuhakushi	<i>Hygiene.</i>
KIICHI MIYAKE, Rigakuhakushi	<i>Botany.</i>
MRS. TATSU MIYAKE	<i>Japanese Poetry.</i>
TOMOYOSHI MURAI	<i>English, English Literature.</i>
KENGO MURAKAWA, Bungakushi	<i>History of European Civilization.</i>
TSUTOMU MURATA M. A. (Yale Univ.)	<i>European History, English.</i>
NAGAYOSHI NAGAI, Rigakuhakushi and Yakugakuhakushi	<i>Applied Chemistry.</i>
KEIZO NAKAKUMA, Bungakushi	<i>Economics.</i>
JINZO NARUSE	<i>Practical Ethics.</i>
SEIMU OGASAWARA	<i>Etiquette.</i>
YOSHITO OKUDA, Hogakuhakushi	<i>Constitution and Civil Code.</i>
HIYOZO OMORI	<i>Gymnastics.</i>
MISS C. M. OSBORN	<i>English.</i>
YASUJI OTSUKA, Bungakuhakushi	<i>History of European Art and Civilization.</i>
KENJI OSAWA, Igakuhakushi	<i>Physiology.</i>
MISS E. G. PHILIPPS, Natural Science Tripos (Cambridge Univ.)	<i>English, English Literature.</i>
YUTARO SASAKI, Nogakuhakushi	<i>Horticulture.</i>
MASANA O SEKINE, Bungakuhakushi	<i>Japanese Literature.</i>
FUKUTAKA SENBON, Rigakushi	<i>Mathematics.</i>
JISUKE SHIMADA, B. A. (Wesleyan Univ.)	<i>English.</i>
TOSHIIHIDE SHINODA	<i>Pedagogics.</i>
MASAO SHIOI, Bungakushi	<i>Japanese Literature.</i>
KAZUTOMO TAKAHASHI, B. A.	<i>English, English Literature.</i>



USAMARO TAKAKURA, Rigakushi	<i>Zoology.</i>
HEIZABURO TAKASHIMA	<i>Child Study.</i>
YASUIE TOGAWA	<i>Japanese Literature.</i>
KAZUTAMI UKITA, Hogakuhakushi	<i>European History.</i>
YEIICHI WATANABE	<i>Japanese Literature.</i>
SHOZABURO WATASE, Rigakuhakushi	<i>Zoology.</i>
CHIYONOSUKE YOKOTE, Igakuhakushi	<i>Hygiene.</i>
TAKEHIKO YUMOTO	<i>Pedagogics.</i>

### Instructors

MRS. TAKA ADACHI	<i>Violin.</i>
MRS. KIKU AKABORI	<i>Japanese Cooking.</i>
MISS. TOMOYE KANEKO	<i>Making of Artificial flowers.</i>
HISASHI MATSUURA	<i>Chanoyu.</i>
MRS. SATOYO MIYASHITA	<i>Koto.</i>
MRS. MOTŌ TOYAMA.	<i>Making of Artificial flowers.</i>
SAKIU SATO	<i>Koto.</i>
MRS SEKI UYEHARA	<i>Piano.</i>
MRS. ISA YAZAWA	<i>Hulberd.</i>

### Lecturers by Special Request

TANEMICHI AOYAMA, Igakuhakushi	ITSUJIN FUKUHA
TETSUJIRO INOUE, Bungakuhakushi	BARON NAIBU KANDA
ONSON KOSUGI, Bungakuhakushi	SANJI MIKAMI, Bungakuhakushi.
KENJIRO NAKAGAWA	TOICHIRO NAKAHAMA, Igakuhakushi
RIOJUN TAHARA, Yakugakuhakushi	YUZO TSUBOUCHI, Bungakuhakushi
MANNEN UYEDA, Bungakuhakushi	

### Medical Attendants

MISS SONO MAYEDA	DR. SHINROKURO ONOKOGI
KOAN TAKATA, Igakushi	

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## STATISTICS OF THE JAPAN WOMEN'S UNIVERSITY.

(March 1909). By the Educational Museum Committee Students.

DATE OF FOUNDATION 1901.								
Members of Governing Body ... .. 21								
FACULTY.	President ... .. 1 Dean ... .. 1							
	<table border="1"> <tr> <td rowspan="6">Teachers.</td> <td>University Lecturers... .. 52</td> </tr> <tr> <td>Assistant Demonstrators (University) ... .. 15</td> </tr> <tr> <td>High School Teachers ... .. 24</td> </tr> <tr> <td>Assistant Demonstrators (High School) ... .. 3</td> </tr> <tr> <td>Primary School Teachers ... .. 6</td> </tr> <tr> <td>Kindergarten Teachers ... .. 4</td> </tr> <tr> <td>Total ... .. 104</td> </tr> </table>	Teachers.	University Lecturers... .. 52	Assistant Demonstrators (University) ... .. 15	High School Teachers ... .. 24	Assistant Demonstrators (High School) ... .. 3	Primary School Teachers ... .. 6	Kindergarten Teachers ... .. 4
Teachers.	University Lecturers... .. 52							
	Assistant Demonstrators (University) ... .. 15							
	High School Teachers ... .. 24							
	Assistant Demonstrators (High School) ... .. 3							
	Primary School Teachers ... .. 6							
	Kindergarten Teachers ... .. 4							
Total ... .. 104								
Grand Total ... .. 108								
OFFICIALS.	Secretary and Assistant Secretaries ... .. 7 Pursar and Assistant Pursar ... .. 2 Total ... .. 9							
STUDENTS AND PUPILS.	<table border="1"> <tr> <td rowspan="5">University Students.</td> <td>Domestic Science Department ... .. 276</td> </tr> <tr> <td>Literary Department ... .. 97</td> </tr> <tr> <td>English Department... .. 81</td> </tr> <tr> <td>Pedagogical Department ... .. 103</td> </tr> <tr> <td>Total ... .. 543</td> </tr> </table>	University Students.	Domestic Science Department ... .. 276	Literary Department ... .. 97	English Department... .. 81	Pedagogical Department ... .. 103	Total ... .. 543	
	University Students.		Domestic Science Department ... .. 276					
			Literary Department ... .. 97					
English Department... .. 81								
Pedagogical Department ... .. 103								
Total ... .. 543								
<table border="1"> <tr> <td rowspan="3">Preparatory Course Students.</td> <td>English Preparatory Department ... .. 28</td> </tr> <tr> <td>General Preparatory Department ... .. 63</td> </tr> <tr> <td>Total ... .. 91</td> </tr> </table>	Preparatory Course Students.	English Preparatory Department ... .. 28	General Preparatory Department ... .. 63	Total ... .. 91				
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		General Preparatory Department ... .. 63						
	Total ... .. 91							
<table border="1"> <tr> <td>High School Pupils ... .. 431</td> </tr> <tr> <td>Primary School Pupils ... .. 52</td> </tr> <tr> <td>Kindergarten Pupils... .. 47</td> </tr> <tr> <td>Grand Total ... .. 1,164</td> </tr> </table>	High School Pupils ... .. 431	Primary School Pupils ... .. 52	Kindergarten Pupils... .. 47	Grand Total ... .. 1,164				
High School Pupils ... .. 431								
Primary School Pupils ... .. 52								
Kindergarten Pupils... .. 47								
Grand Total ... .. 1,164								
BOARDERS.	Number of Boarding Students and Pupils ... .. 636							
GRADUATES.	University ... .. 975 High School ... .. 661							

SECTION II. AIMS OF EDUCATION IN THE UNIVERSITY.

**General Aims of Education.**—It has already been explained that the University aims at educating women as human beings, as members of the community and of the nation, and as women. These principles are not mere theoretical deductions, but we have been led to lay emphasis upon them from practical considerations of a very urgent kind. There is a widespread tendency to regard a woman merely as a tool or a machine, destined solely for service at home or for the propagation of the family line; and in opposition to such extreme tendencies, we feel the necessity of educating women as human beings, that we may be able to call forth their consciousness as personalities with infinite aspirations and longings. On the other hand, we can not support another movement which aims at the so-called emancipation of women. In opposition to this tendency, we lay emphasis on home life as the chief sphere of a woman's activities. Here her proper place is found as wife and mother, not indeed as a tool or ornament, but as an active partaker in the humanitarian and rational spirit, which should animate a home. Her education as a human being and personality, and as a member of the nation, fits her to be such a wife and mother as is required by the new age in which we live, and her education as woman fits her to understand in what sense she is a free personality and an important member of the nation, and of the community at large. We thus aim at avoiding both the conservative and radical extremes, and by combining and harmonizing what are good in these tendencies, to reach results which we hope will meet the demand of modern Japan. In other words, our

aim is to so educate women that they shall come to realize their own special mission in life as free personal agents, and as members of the Empire of Japan, and that as such, they shall be able to perform their services as wives and mothers in a larger sense and more efficient manner than hitherto.

**Special Aims of Education.**—But at the same time we must remember there will always be women who, owing to various reasons, do not marry. To these we must give room for realizing their mission in life and for utilizing their own peculiar personal abilities. We must recognize their spheres of activity as legitimate, and not as existing on sufferance, and their lives as having important missions for the nation and the community at large.

**Realization of Woman as a Personality.**—The treatment of woman as a tool or an ornament in the past was due not wholly to the caprice of men, but partly to the fact that women themselves did not realize the worth of their own personalities. Our aim in educating women as free personal beings, is not to protest against their past or present treatment by men, but based upon a firm conviction that if women themselves realize their own worth, they will in due course come to be treated properly. Our object is not to work for the so-called rights of women, but to work for the realization of their own personalities by the women themselves; for we believe that unless women have first learned to respect their own mission in life and have become fully conscious of their responsibilities, any extension of their so-called rights will work for their own evil, not for their good. Again our aim is not to inculcate cosmopolitanism, an erroneous and extreme extension of humanitarianism. While on the one hand we are against those who inculcate selfish

complacency, a kind of solitary goodness, so to speak, we are on the other hand against anti-national ideals of all kinds. While we have always to bear in mind that a nation has its own mission in the progress of the human race, we must also remember that each of us has his or her own peculiar mission as a member of the nation. We doubt, however, whether a happy result would be achieved if women entered politics to the detriment of their service at home. What we desire is to make women broad-minded and widely interested in social and national affairs, as also in the affairs of the world at large, so that in whatever work they may engage, whatever station in life they may occupy, they shall perform their daily routine of duties with the consciousness of their organic relations to the community at large. In this way, we hope to make the life of a woman a rational one, full of real worth.

As to the natural mission of woman as wife and mother, we are to bear in mind that her mission truly defined is not the mere propagation of the race but the aiding in the upward progress of mankind. This is why we advocate wide culture and large views.

### SECTION III. METHODS OF EDUCATION IN THE UNIVERSITY.

As the object of the foundation of our University was to put into practice certain broad principles of education, we think it right and proper to explain in this connection the educational methods adopted in the University.

#### **Guiding Principles in the Making of Schedules.—**

In framing courses of study, we generally made reference to such courses adopted in foreign countries, but always bore in

mind the need of the nation at present, the condition of women in this country and the degree of progress attained by our women in general. We trust we have succeeded in making courses of study well suited to the real requirement of the women, and of the community at present in Japan. Another point worth notice is that with the object of meeting the particular need of each individual student, we have adopted the elective method side by side with fixed required courses, so that students are free in the case of a certain number of studies to make a selection under the direction of their teachers, of those studies which they desire to pursue. There are also voluntary studies, which students are free either to pursue or not.

### **General Principles of Education.—**

(1) **PRINCIPLE OF SELF-ACTIVITY.**—Whether in intellectual, moral or physical education, we lay emphasis on self-help on the part of students. They are taught to rely mainly on their own endeavour, not too much on the aid of teachers. The teacher's function is to give guidance and suggestion, and not to overcrowd the minds of students, so as to stifle independent thinking.

(2) **PSYCHO-PHYSICAL PRINCIPLE.**—Whatever the relation between the mind and body may be according to the teaching of philosophy, there is no question that, as a matter of fact, man is a psycho-physical being; that is to say that mind and body act in unison, so that mind is for the body and the body for the mind. They not only act in unison, but they co-operate and can scarcely ever be separated. In the education of mind, heart and body, we must always bear in mind the necessity of co-operation be-

tween soul and body. We must therefore so educate the students that their mental and physical lives shall always act in harmony. To lay exclusive emphasis on one is as injurious as to lay undue emphasis on the other.

(3) **SOCIO-INDIVIDUALISTIC PRINCIPLE.**—As man is a psycho-physical being, so is he a socio-individualistic being. Leaving aside the question whether the individual exists for the good of society or vice versa, there is no doubt that each of the two influences the other in a most real manner. The development of the individual helps the progress of society; the progress of society increases the happiness of the individual. On the other hand, they sometimes injuriously affect each other.

Theoretically speaking, there is no reason that the interests of the one should ever come into conflict with the interests of the other. Why is it then that there is often such a conflict? It is due mainly to the presence of irrational features in one or both. When there are irrational features in society, they appear as the oppression of individuals by society. When there are irrational features in an individual, they appear as disloyalty to the nation or the community. If therefore the majority of individuals composing a society are filled with a self-sacrificing spirit, ready to do good in the service of the society, that society will continually progress, and those who thus willingly serve the society, will be filled with joy and satisfaction; whereas in contrary cases, these individuals will be full of disappointment and sorrow. Thus are the society and the individual closely bound together, so that neither can exist without the other; and both in good or evil, they rejoice or suffer together.

**Education and Individual Characteristics.**—Individuals

have characteristics in mind, feeling and body which are common to all, but they have also characteristics which are peculiar to each, differentiating one from the other. Apply one and the same stimulus and you do not meet with the same response from all. While the common characteristics are the necessary elements for the preservation of the social body, individual peculiarities are necessary for the progress of society. This is the reason why, in education, careful pains need to be taken in the right cultivation and development of individual peculiarities. In the lecture room, in the life of the boarding house establishment, both on the part of teachers and on that of students, it is our endeavour to see individuality respected and studied, so that each student shall have her life developed along the lines for which she is most fitted by nature.

**Three Stages in Mental Culture.**—Man, who is a psycho-physical being, makes his development through three stages. Looked at from the physical standpoint, the nervous system of man consists of sensory neurones and sensory centres, association neurones and association centres, and motor neurones and motor centres, to which correspond on the mental side, the three stages of impression, construction and action or expression. These three stages act and react upon one another, and though all three are important, the construction and action are the most important of the three. The fact that, while lower mental activities need only impression and action, the higher mental activities need always the aid of construction, shows what an important part this element plays in our mental life. But in however perfect a form the power of construction may exist, if it is not expressed, it would amount to nothing. For the construction is



the means to an end, namely expression. This is why we lay such especial importance on the cultivation of the construction and expression stages in mental life.

**Environment and Opportunity.**—To make education a living reality instead of a dead thing, and to train useful women, it is necessary to let the students come into contact as much as possible with the actual conditions of life. Whether in the cultivation of personal character or in the development of mental faculties, the impression to be received and the expression of ideas should take place as much as possible under the actual conditions of life. We have therefore made arrangements to introduce into the university life, the elements of home, society and nature as much as possible, so that apart from lecture room influences, the students shall come into contact with the actual conditions of life. Much pains have already been taken with this end in view in making different arrangements, by which apart from self-culture and self-support, the students should profit by coming into contact with the conditions of practical life.

**The Esprit de Corps.**—While we advocate self-study and self-culture, we also lay emphasis on the importance of influences through environment. While a good material environment is necessary, an immaterial environment, the esprit de corps, is also necessary for the attainment of the true aim of education. In our own case, we depend for spiritual influences on the self-sacrificing motives of the founders, on the history of the foundation so full of self-sacrificing labours, on the superior personal characters of the professors, as was explained elsewhere. Besides these, we must mention as important elements in the growth of the present excellent *esprit de corps*, the educational aims of

our University, the principles of education and of the Cherry-Maple Association and the efforts of its members. Without further explanation, we trust the readers of this pamphlet will see what kind of spirit is animating the university and its attached schools.

#### SECTION IV. PRINCIPLES OF INTELLECTUAL EDUCATION.

**The Aims and Method of Teaching.**—The aims and method of intellectual education is not merely the imparting of knowledge by professors, though we do not deny the importance of imparting useful knowledge, but to so guide students that they shall themselves acquire knowledge on the basis of their own personal experience, observation, practice or reading. Rather than wide knowledge, it is desirable that students should acquire an understanding of the real nature of actual objects before them, their relationship toward each other, the fundamental laws of arts and sciences, and then learn to unify and systematize these laws. It is also desirable that students should learn to give right judgments on matters of practical life, often exceedingly complex and complicated. Yet again, the end of teaching should be so to inspire students with the desire for knowledge that they shall in after life continue their mental culture, in order that they may find themselves increasingly better prepared to give right judgment in questions of actual life.

**The Desire for Knowledge as the Motive of Study.**—The aim of teaching being such as above explained, it follows as a necessary corollary, that we depend for encouragement, for motives of study, mainly on the desire for knowledge on the

part of students, and not on outside appeals to the feelings of vanity, such as prize giving. We never give prizes in the University, nor even in the elementary school nor in the Girls' High School. We try to discourage as much as possible studying for examinations, and do all we can to encourage studying from the sense of one's own responsibility and the personal desire for knowledge.

#### SECTION V. PRINCIPLES OF MORAL INSTRUCTION.

**Morals to be Based on Religious Principles.**—As human beings, as well as all animate and inanimate beings, have affinities with the ultimate reality of the universe, the source of all existence, which is known by the name of God according to Christianity, by the name of Buddha according to Buddhism, by the name of Heaven according to Confucianism, and as this relationship is closest in the case of man, we believe it to be the highest duty of man, not only to come into sympathetic relationship with all other forms of existence, but with this Ultimate Reality, this Absolute Being who is the embodiment so to speak of the true, the good and the beautiful. To aspire after unity with this Being is the highest ideal which unifies man's mental and bodily activities, the source of his true spiritual life and consequently the basis of his moral life. Morality without such religious foundation is in our judgment a mere formality.

**Principles of Embodied Morality.**—During provisional stage of moral culture, outside influences and commands constitute the main encouragement to the development of a moral life, but this is merely an initiatory stage. When we enter the true stage of moral culture its main features consist in leading the

students themselves to evolve their own ideals and to realize the same in actual conduct, to *embody* them so to speak. Thus the first step is to aid students to evolve their ideals, not only intellectually but also from the side of sensibility as well, so that both the mind and heart shall be firmly and closely united in aspiring after the ideal. Since the unity of ideal and sensibility is a posteriori product, to endeavor to get them closely united is an important work of moral culture. But, further, though the ideal and sensibility should seem to coalesce, if the sensibility is a false superficial one, the ideal is often not realized in bodily activities. Such a seeming unity of the ideal and sensibility is but one-sided moral culture, and incomplete, judged from the standpoint of the psycho-physical principle. It is not only incomplete, but highly dangerous fraught with many injurious effects. It is the result of a moral culture imparted by means of textbooks or lecture room talks, of a culture one-sided and of teachings received passively. Against such one-sided culture, we advocate the embodied morality principle, which might otherwise be called a muscular morality; in which the intellect, sensibility and will, acting in unison with the body, realize the ideal of morals, which is progressively developed through experience in life. This is the object of our weekly lectures on practical morals, in which we emphasize the importance on the part of students of subjectively training their minds and hearts, as well as of practising their principles in actual life, utilizing all the arrangements in the University life, such as boarding house establishments, etc., etc.

**Self-Respect and Service.**—Among the special female virtues which we inculcate in the University none are more im-

portant than self-respect and service. The Japanese women have indeed greatly profited in many ways by the teachings of Buddhism and Confucianism, and through the family system of social organization. But we can not overlook the fact that they have received one injurious effect from these, namely, their too common habit of blind obedience to superiors, their ignorance of their own personal worth, and too exclusive dependence on others. It is for this reason, in order to remove this injurious effect, that we emphasize the importance of self-respect, of the realization of personal worth. Yet such self-respect must be a rational one, women regarding themselves as members of the community at large, and existing for the good of the whole. Hence we inculcate the virtue of self-sacrifice, of service to others. The spirit of self-sacrifice is the noblest trait in Japanese womanhood, and what the women of past generations did, we hope the present and future generations will do, only in a larger sphere of relationships and activities, and not through blind compulsion, but through rational choice of their own. This, then, being the essence of woman's life, to lead the life of service as the realization of love, we hope to see their sphere of activities enlarged, not confined merely to parental homes and husbands' households, but also extending to others outside the family life, even in the cause of the nation and humanity.

#### SECTION VI. PRINCIPLES OF PHYSICAL CULTURE.

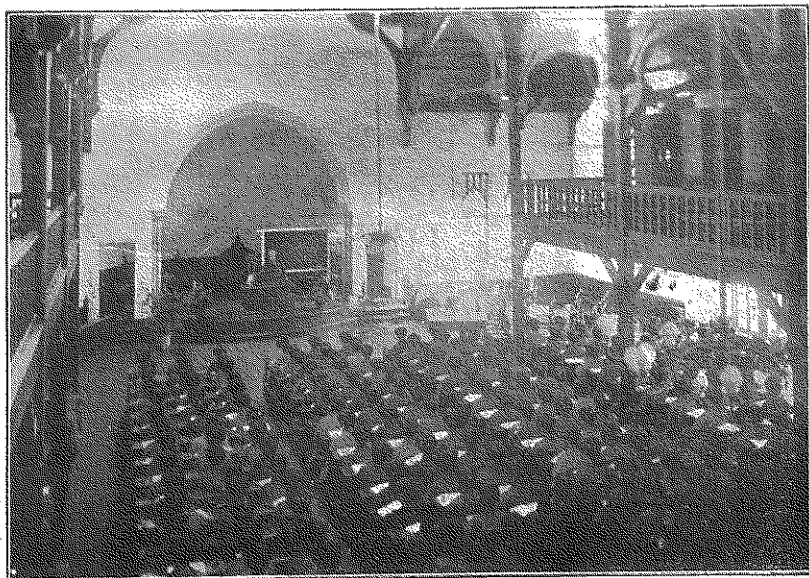
**Necessity of Physical Culture for Women.**—It is needless to say that physical culture is a part of the necessary basis of education of human beings as psycho-physical beings. Especially in the case of women in our country, owing

to their imperfect physical culture in the past, and their present lack of bodily powers, we are led to attach especial importance to physical culture. We make it therefore, during the three years of the university life, a required course; the students being compelled to attend gymnastic exercises and recreations. Not only so, but we encourage students to select the kind of exercise most suited to each one's special need, and to practice it daily.

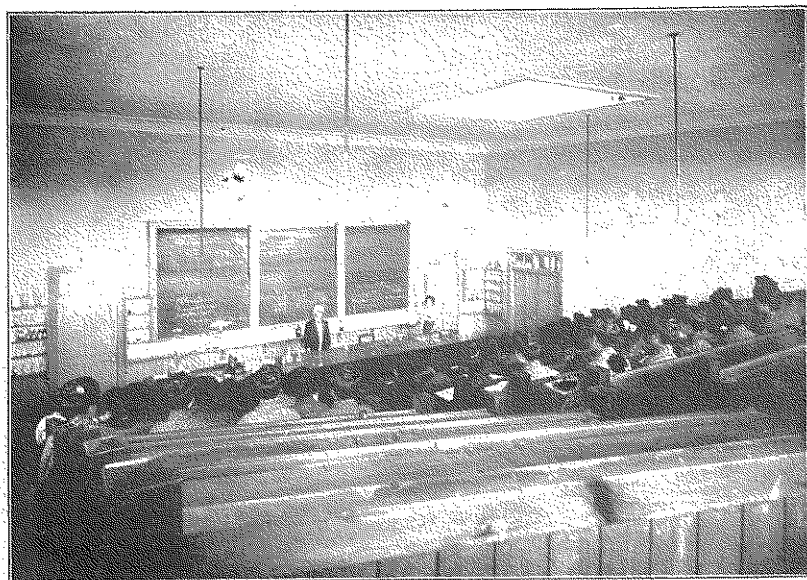
**Variety of the Physical Exercises.**—In gymnastic exercises and recreations, we do not blindly adhere to any one system, but choose freely from all systems, whatever is most fitted to help the respiration, the circulation of the blood, the harmonious development of the different organs of the body, as well as to help to attain a good bodily posture which is necessary for beauty of person and the free movement of the limbs. The physical exercises should also help to strengthen the will and give rest to the overstrained nerves, and these things we also take into proper consideration.

#### SECTION VII. ORGANIZATION OF THE UNIVERSITY.

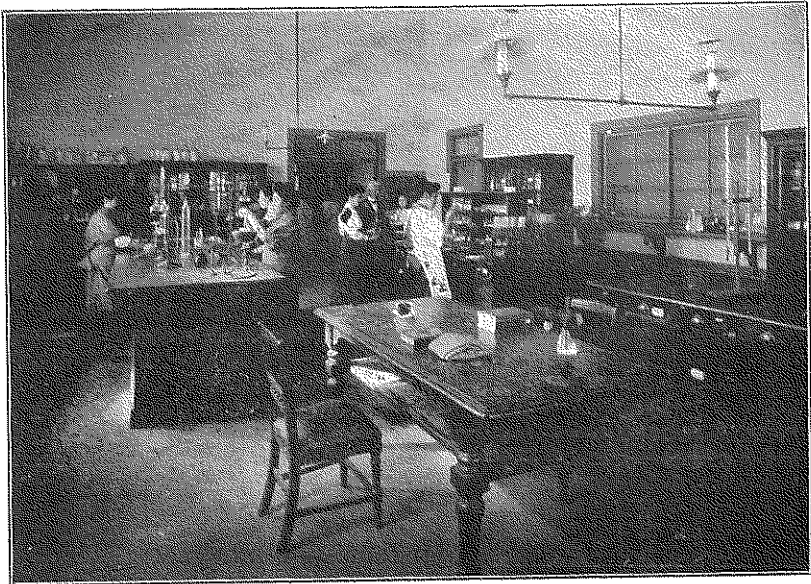
**University and Attached Schools.**—As was explained in the extract from President Naruse's Appeal to the Public, the University has attached to it a high school, an elementary school and a kindergarten, comprising in one system all the different grades. The principles of education, as they were explained in the previous section, are applied in all these schools.



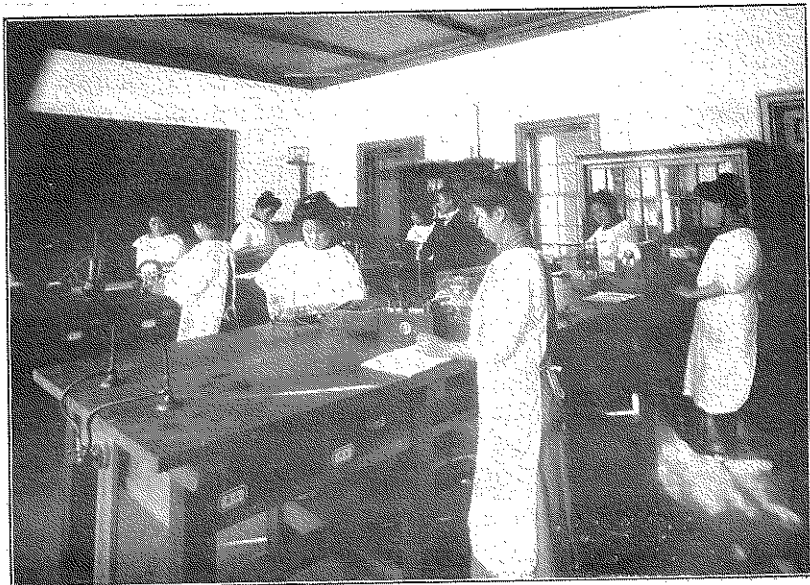
President Lecturing on Practical Ethics.



Chemical Demonstration.



Laboratory Work in Chemistry.

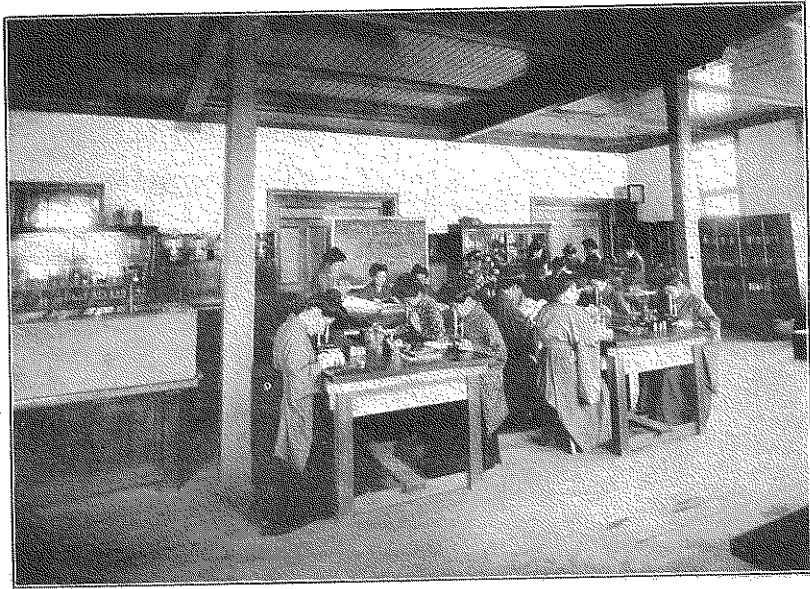


Physical Laboratory.

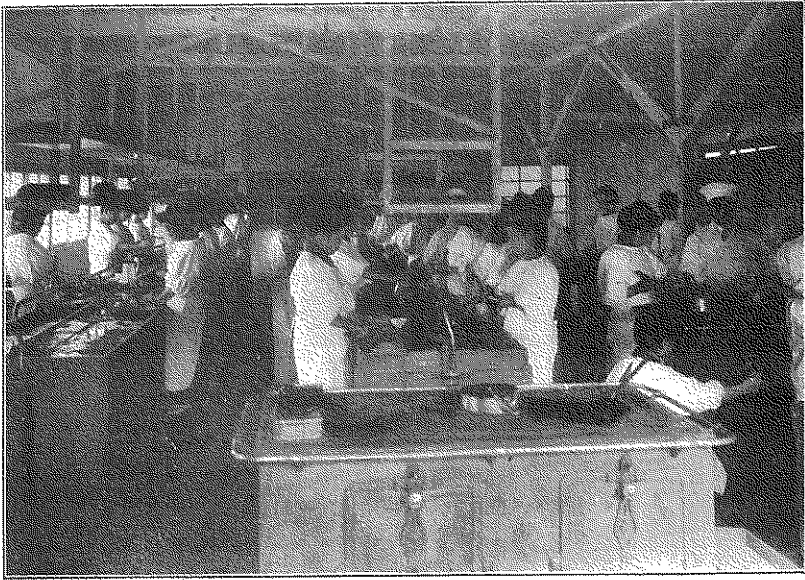




Laboratory Work in Zoology.



Laboratory Work in Botany.



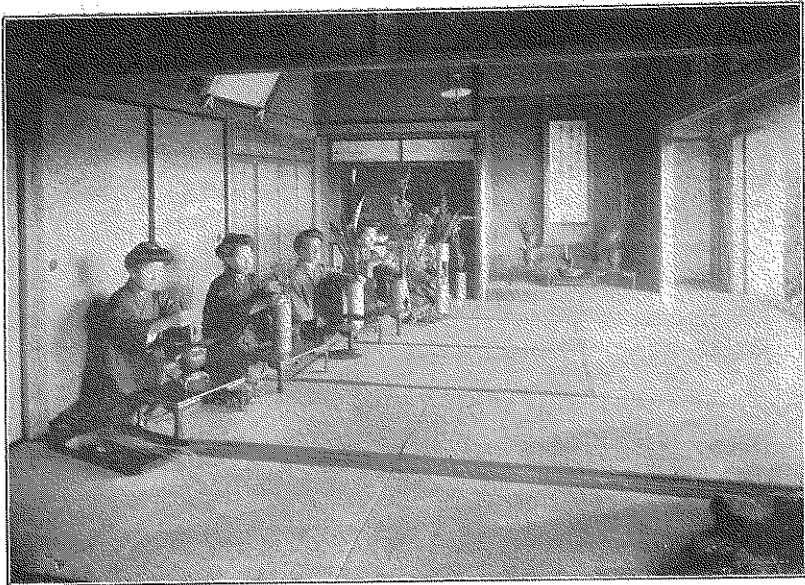
Cooking Lesson.



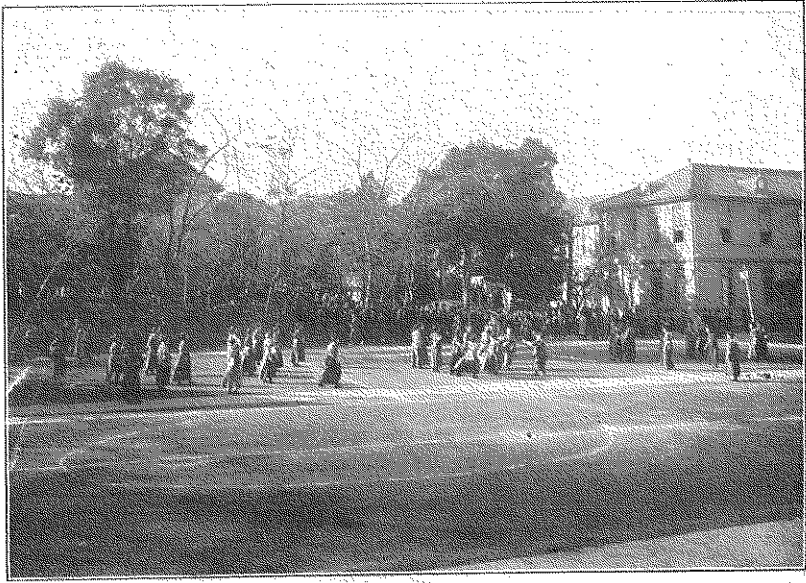
Lesson in Japanese Etiquette.



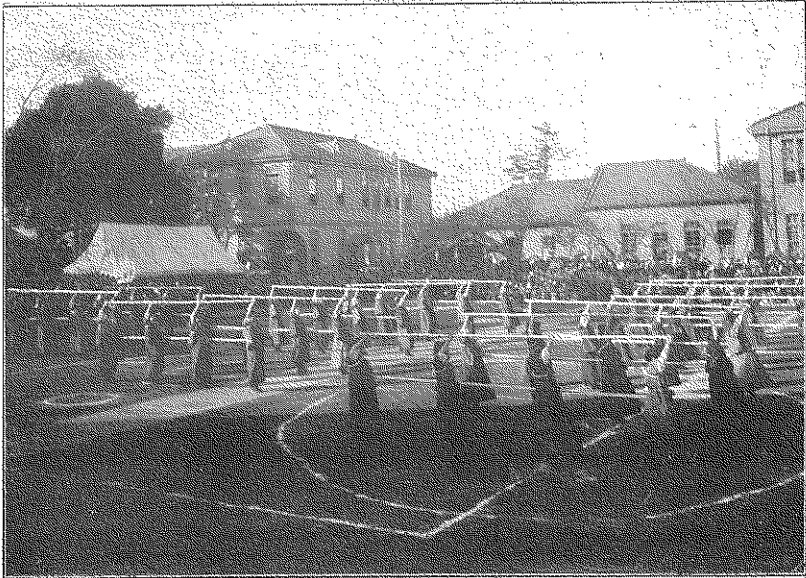
Tea Ceremony.



Flower Arrangement.



Basket Ball.



Physical Exercise with Bamboo-Rods.

Japan Women's University.	University Proper	Graduate Courses	Domestic Science Course	} One to three years
			Literature Course	
			English Literature course	
			Science Course	
	University departments	University departments	Domestic Science Department	} Three years
			Literature	
			English Literature	
			Pedagogic	
	Preparatory courses	Preparatory courses	General Course ... .. One year	} Two years
			English Literature Course ...	
Attached Schools	Attached Schools	Girls' High School ... .. Five years	} Six years	
		Elementary School ... ..		
		Kindergarten ... .. for children of four or five years of age		

**The List of Studies in the Four University Departments.**—The different subjects of study are divided into the three classes of the required, the elective and the voluntary studies. The object of thus dividing the studies into three classes is to avoid diffuseness resulting from the elective principle on one hand, and, on the other, to meet the requirements of individuality, which are often ignored by too exclusive adhesion to required studies. We have, besides, made ethics, practical ethics and pedagogics with a few other subjects required studies common to the four departments. That the study of ethics and practical ethics should be required of students in all four departments needs no comment, the moral training being known to be the very life and centre of the culture given in the University. With regard to pedagogics, we have thought fit to include it among the subjects required of students of all departments, as we believe its

study will be of invaluable assistance in making our students good mothers of the coming generation.

A. REQUIRED STUDIES COMMON TO THE FOUR DEPARTMENTS:—

1st class:—Required studies of the same grade common to the four departments.—Ethics, Practical Ethics, Psychology, Pedagogics, Child Study, Physical Exercises.

2nd class:—Required studies common to all departments, though the same grade is not required in all.—Japanese Language, English and Cooking.

B. STUDIES IN THE DOMESTIC SCIENCE DEPARTMENT.

*Required Studies:*—Physiology, Hygiene, Applied Physics and Chemistry, Economics.

*Elective Studies:*—Applied Natural History, European History, History of Art, Constitution and Civil Law, Etiquette.

*Voluntary Studies:*—History of Philosophy, Chinese Literature, Japanese Literature, Music, Painting.

C. STUDIES IN THE LITERATURE DEPARTMENT.

*Required Studies:*—General History, and History of Civilization in Japan and Foreign Countries, Japanese Language, Japanese Literature, Chinese Literature.

*Elective Studies:*—Cooking, Music, Painting.

D. STUDIES IN THE ENGLISH LITERATURE DEPARTMENT.

*Required Studies:*—English Language, English Literature.

*Elective Studies:*—Philosophy and History of Philosophy, Chinese, Physiology and Hygiene, History of Art in Europe, Horticulture, Cooking, Painting.

*Voluntary Studies:*—Applied Physics and Chemistry, Constitution and Civil Law, Music, Painting.

E. STUDIES IN THE PEDAGOGIC DEPARTMENT.

- (1) Required Studies in the Mathematics, Physics and Chemistry Course:—Arithmetic, Algebra, Geometry, Trigonometry, Physics, Chemistry.
- (2) Required Studies in the Biology Course:—Botany, Zoology, Hygiene, Mineralogy.
- (3) Required Studies common to (1) and (2) courses:—Pedagogics and Method of Teaching.
- (4) Voluntary Studies common to (1) and (2) courses:—Japanese Language, Music.

**Studies in the Graduate Courses.**—There are four courses already opened.—Domestic Science, Literature, English Literature, Pedagogics—to which the graduates of the collegiate departments enter, who pursue special subjects, under the guidance of teachers. The subjects of study in these courses are as follows:—

- |                      |                                    |
|----------------------|------------------------------------|
| Applied Chemistry    | (in the Domestic Science Course)   |
| Japanese Literature  | (in the Literature Course)         |
| English Language and |                                    |
| English Literature   | (in the English Literature Course) |
| Mathematics, Physics | (in the Pedagogics Course)         |

**Studies in the Preparatory Course, which are all Required Studies:—**

- (1) General Preparatory Course:—Practical Ethics, Japanese and Chinese Literature, English Language, European History, Chemistry, Astronomy, Algebra, Gymnastic Exercises.
- (2) English Preparatory Course:—Practical Ethics, English Language, Gymnastic Exercises.

**Studies in the Attached Schools, of which all are Required Studies:—**

- (1) Studies in the Girls' High School:—Ethics, Japanese Language, English Language, History, Geography, Mathematics, Physics, Domestic Science, Sewing, Painting, Music, Gymnastic Exercises.
- (2) Studies in the Homei Elementary School:—Moral Teaching, Japanese Language, Arithmetic, Japanese History, Geography, Physics, Painting, Singing, Manual Training, Sewing, Gymnastic Exercises.
- (3) Studies in the Homei Kindergarten:—Nature Study, Manual Training, Recreation, Singing, Conversation.

TABLE SHOWING THE ORGANIZATION OF THE UNIVERSITY, THE COURSES OF STUDIES AND HOURS OF TEACHING.—This table was prepared by the students committee for the Educational Museum with the object of exhibiting it in the Anglo-Japanese Exhibition in London.

**Voluntary Studies in Artistic Accomplishments outside the Regular Courses.**—These studies, the so-called voluntary studies outside the regular course, do not belong to any one of the regular courses, and are open to all students above the upper class in the Elementary School. They may be taken with the permission of the President by any student provided it does not interfere with her regular studies. They comprise the following subjects:—Piano, Violin, Organ, Singing, Gymnastic Exercises, Making of Artificial Flowers, Flower Arrangement, Chanoyu.

**Lectures outside the Regular Courses.**—These Lectures are given once a month, by eminent specialists who are



# ORGANIZATION OF THE JAPAN WOMEN'S UNIVERSITY.

By the Educational Museum Committee Students.

KINDERGARTEN.				
Subject.	Class.	Youngest	Younger.	Older.
Morning Circle ... ..		3.00	3.00	3.00
Open Air Play ... ..		6.00	6.00	6.00
Table Work ... ..		2.30	2.30	3 30
Occupation, Nature Study Gardening Clay Work, etc.		2.00	3.00	3.30
Total Hours ... ..		13.30	14.30	16.00
Normal Age ... ..		4	5	6

PRIMARY SCHOOL.							
Subject.	Class.	1st	2nd	3rd	4th	5th	6th
Morals ... ..		2	2	2	2	2	2
Japanese Language ... ..		8	10	13	13	9	9
Arithmetic ... ..		4	5	5	5	4	4
Japanese History ... ..		—	—	—	—	1	1
Japanese Geography ... ..		—	—	—	—	1	1
Nature Study... ..		—	—	—	—	2	2
Drawing... ..		1	1	1	1	1	1
Singing ... ..		1	1	1	1	1	1
Manual Training ... ..		2	2	2	2	2	2
Sewing ... ..		—	—	—	—	2	2
Physical Exercise... ..		3	3	3	3	3	3
Total Hours ... ..		21	24	27	27	28	28
Normal Age ... ..		6	7	8	9	10	11

HIGH SCHOOL.						
Subject	Class.	1st year.	2nd year.	3rd year.	4th year.	5th year.
Morals ... ..		2	2	2	2	2
Japanese Language ... ..		7	7	5	5	5
English ... ..		5	5	5	5	5
History and Geography ... ..		2	2	3	2	2
Mathematics... ..		2	2	2	2	2
Natural Science ... ..		2	2	2	2	1
Domestic Science... ..		—	—	—	2	2
Physical Geography ... ..		—	—	—	—	1
Sewing ... ..		4	4	4	3	3
Drawing... ..		1	1	2	2	2
Singing ... ..		2	2	2	2	2
Cooking... ..		—	—	—	2	2
Physical Exercise... ..		3	3	3	3	3
Total Hours ... ..		30	30	30	32	32
Normal Age ... ..		12	13	14	15	16

SUBJECT COMMON TO ALL DEPARTMENTS.													
Department.	Class.	Domestic Science Dept.			Literary Dept.			Pedagogical Dept.			English Dept.		
		1st year.	2nd year.	3rd year.	1st year.	2nd year.	3rd year.	1st year.	2nd year.	3rd year.	1st year.	2nd year.	3rd year.
Practical Morals ... ..		2	2	2	2	2	2	2	2	2	2	2	2
Ethics ... ..		1	1	1	1	1	1	1	1	1	1	1	1
Psychology ... ..		2	1	—	2	1	—	2	—	—	2	1	—
Pedagogy ... ..		—	2	—	—	2	—	3	3	1	—	2	—
Child Study ... ..		—	—	2	—	—	2	—	—	2	—	—	2
Physical Exercise... ..		2	2	2	2	2	2	2	2	2	2	2	2
Total Hours ... ..		7	8	7	7	8	7	10	8	8	7	8	7

ENGLISH PREPARATORY COURSE.			
Subject.	Class.	1st year.	2nd year.
Practical Morals ... ..		1	1
English ... ..		24	24
Physical Exercise... ..		3	3
Total Hours ... ..		28	28
Normal Age ... ..		16	17

PREPARATORY COURSE.		
Object.	Class.	one year.
Practical Morals ... ..		1
Japanese Language and Chinese Classics.		9
English ... ..		5
World's History ... ..		2
Chemistry and Astronomy.		3
Mathematics ... ..		2
Physical Exercise... ..		3
Sewing ... ..		3
Cooking... ..		2
Total Hours ... ..		30
Normal Age ... ..		16

DOMESTIC SCIENCE DEPARTMENT.				
Subject.	Class.	1st year.	2nd year.	3rd year.
Subjects common to all Depts.		7	8	7
Applied Physical Science ...		2	2	2
Physiology and Hygiene ...		2	2	—
Economy ... ..		—	2	—
Japanese Literature ... ..		2	—	—
English ... ..		5	5	5
Cooking... ..		6	6	6
Total Hours ... ..		24	25	20
Applied Natural Science ...		2	—	—
World's History ... ..		1	1	1
History of Fine Art ... ..		—	2	—
Constitution and Civil Code.		—	—	2
Japanese Etiquette ... ..		2	2	2
Horticulture ... ..		2	—	—
Philosophy and History of Philosophy.		1	1	1
Chinese Classics ... ..		2	2	2
Japanese Literature ... ..		—	1	1
Music ... ..		—	—	—
Drawing... ..		—	—	—
Normal Age ... ..		17	18	19

LITERARY DEPARTMENT.				
Subject.	Class.	1st year.	2nd year.	3rd year.
Subjects common to all Depts.		7	8	7
History ... ..		3	4	—
History of Culture ... ..		—	6	10
Japanese Language ... ..		6	2	4
Chinese Classics ... ..		2	2	2
Japanese Literature ... ..		2	2	1
English ... ..		5	5	5
Total Hours ... ..		30	29	29
Cooking... ..		—	—	—
Music ... ..		—	—	—
Drawing... ..		—	—	—
Normal Age ... ..		17	18	19

PEDAGOGICAL DEPARTMENT.				
Subject.	Class.	1st year.	2nd year.	3rd year.
Subjects common to all Depts.		10	8	8
1st Section. Mathematics ...		5	5	4
Physics & Chemistry.		5	5	6
2nd Section. Zoology ... ..		4	2	—
Botany ... ..		6	—	—
Physiology & Hygiene.		—	6	6
English ... ..		5	5	5
Cooking... ..		2	2	2
Mineralogy ... ..		—	—	3
Total 1st Section ... ..		27	25	28
2nd Section ... ..		27	23	24
Japanese Literature ... ..		2	2	2
Music ... ..		—	—	—
Normal Age ... ..		17	18	19

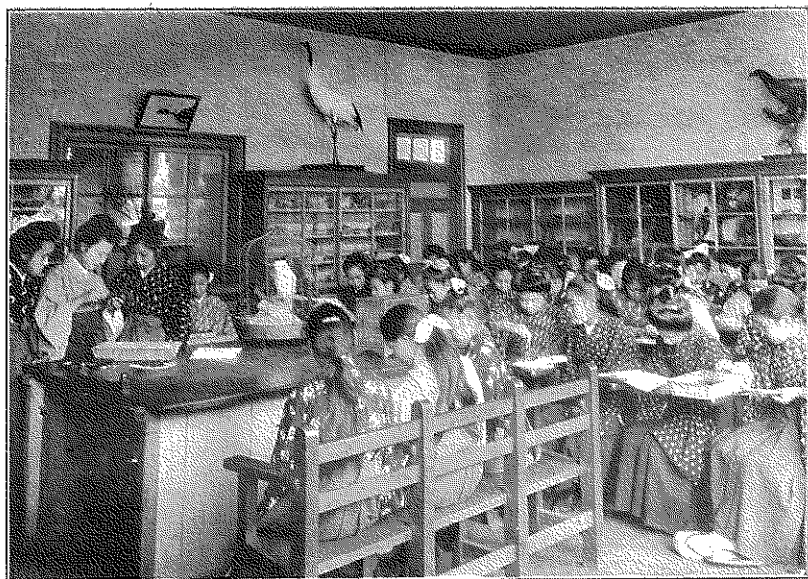
ENGLISH DEPARTMENT.				
Subject.	Class.	1st year.	2nd year.	3rd year.
Subjects common to all Depts.		7	8	7
English ... ..		12	12	12
Japanese Literature ... ..		2	2	1
World's History ... ..		1	1	1
Cooking... ..		3	—	—
Total Hours ... ..		25	23	21
Philosophy and History of Philosophy.		1	1	—
Chinese Classics ... ..		2	2	—
Physiology and Hygiene ...		2	2	—
History of Fine Art ... ..		—	2	—
Cooking ... ..		—	2	2
Horticulture ... ..		—	2	2
Applied Chemistry ... ..		2	2	2
Constitution and Civil Code.		—	—	2
Music ... ..		—	—	—
Drawing... ..		—	—	—
Normal Age ... ..		18	19	20

(THREE YEARS OR LESS)

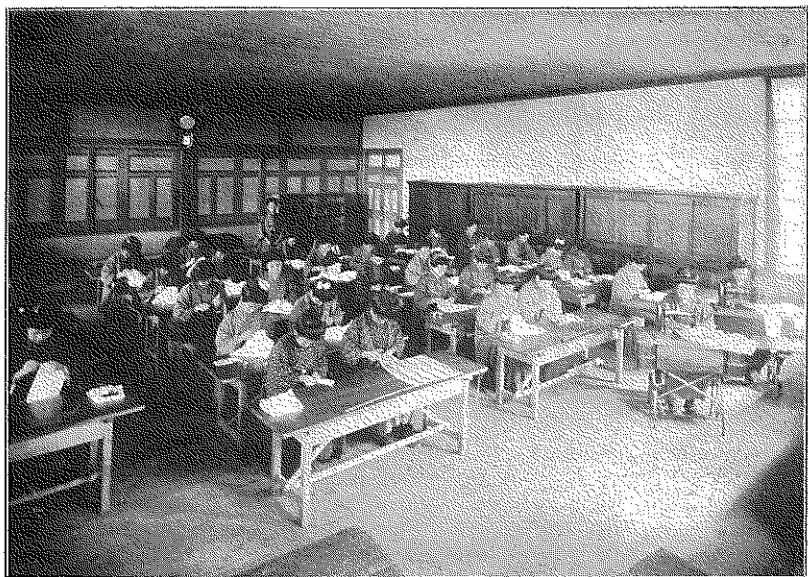
COURSE

GRADUATE

GRADUATES ASSOCIATION.



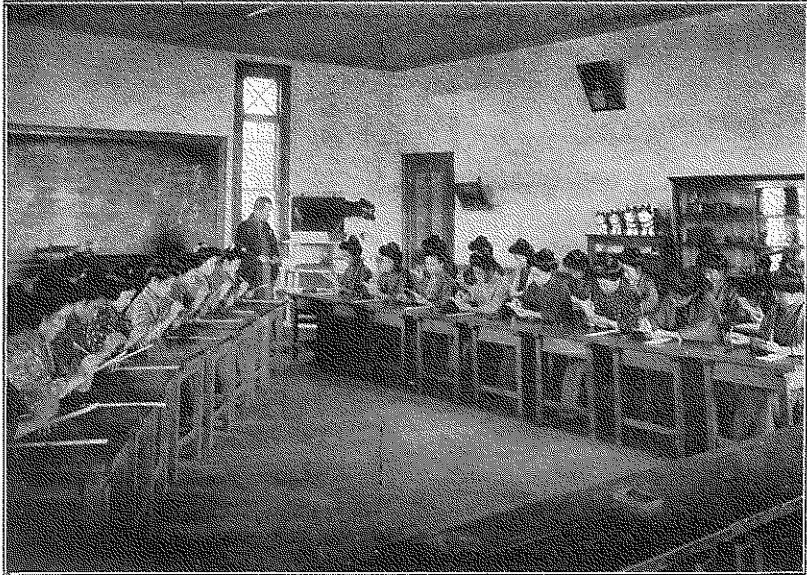
Animal Study (High School.)



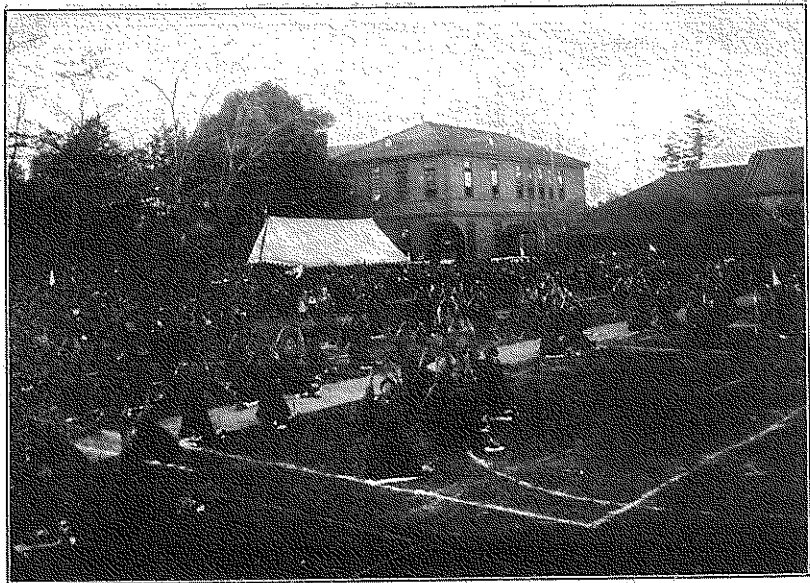
Sewing (High School.)



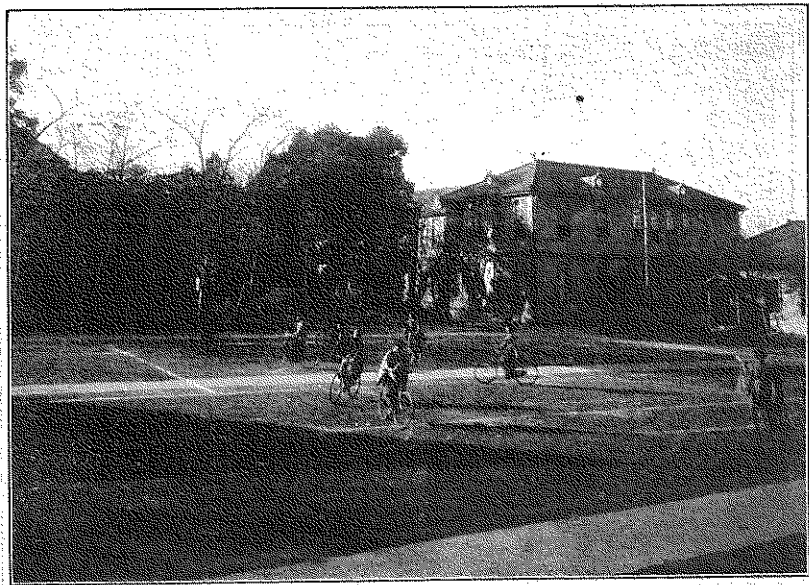
Japanese Drawing (High School.)



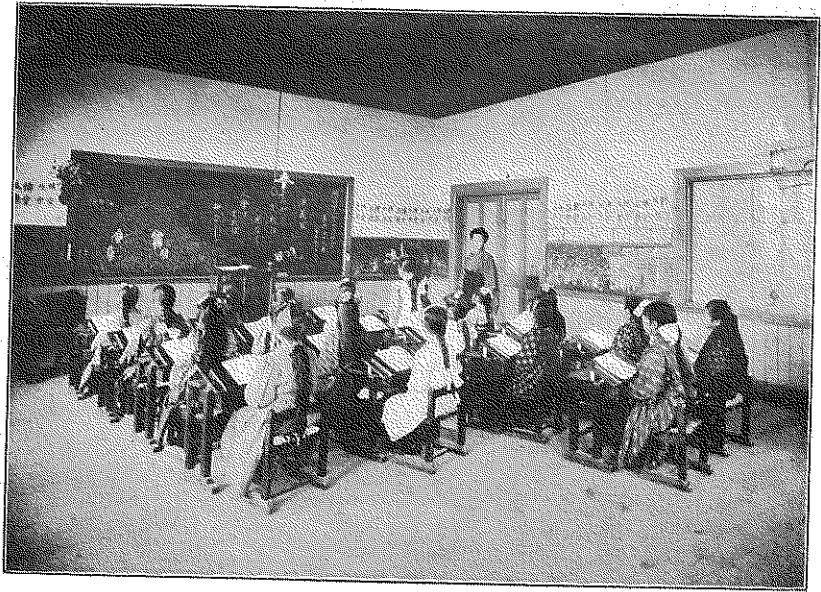
Penmanship—Writing a Poem (High School.)



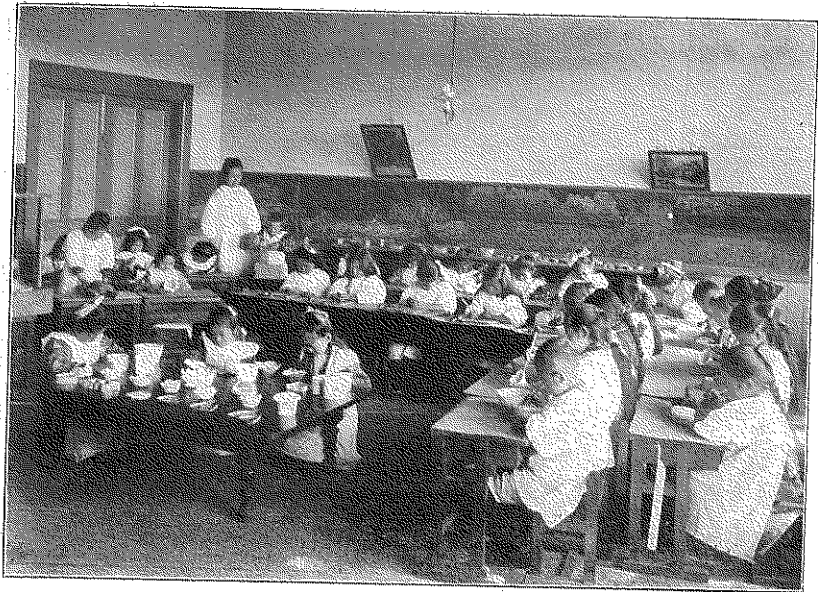
Physical Exercise—Flower Girls (High School.)



Physical Exercise—Bicycle (High School.)



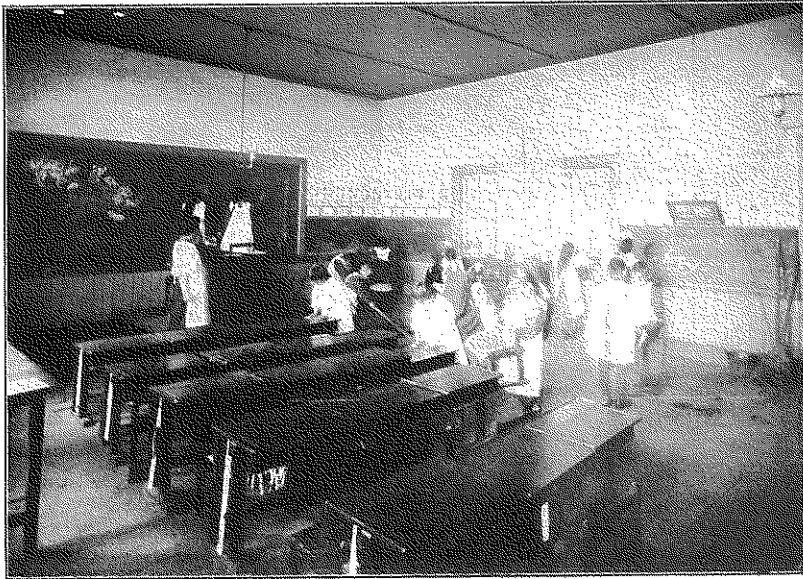
Reading Lesson (Primary School.)



Clay Work (Primary School.)



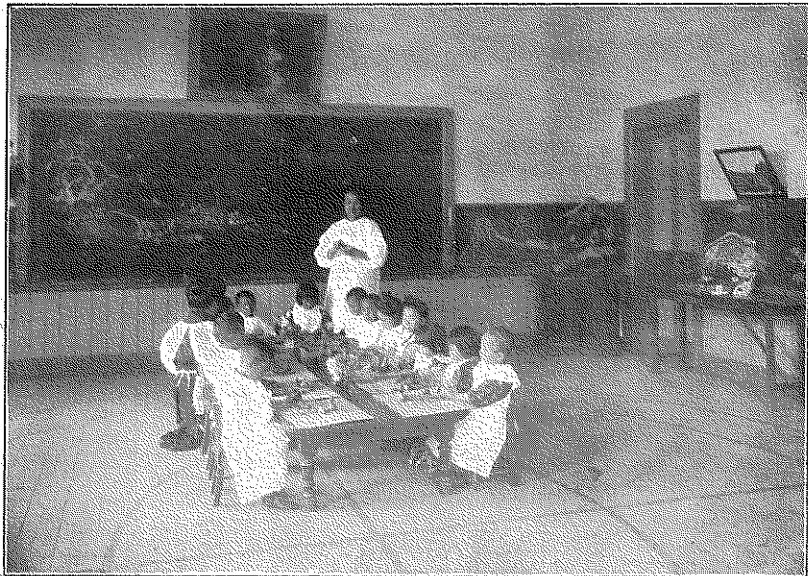
Nature Study—Rice Harvest (Primary School.)



Cleaning of Class (Primary School.)



Building with Blocks (Kindergarten.)



Clay Work (Kindergarten.)



Children Playing in Their Play Ground.



Children Playing.



invited for the purpose of giving a wider range of knowledge and thought to students than can be obtained from the regular courses. The Lecturers may be those whose names are on the University calender as lecturers by special request, or others specially invited for the occasion. To these lectures, ladies not connected with the University are freely admitted.

Elective students are admitted to the University Departments, so far as there is room for them. These students may take one or more studies in the four departments, but are all required to attend lectures on practical ethics.

#### SECTION VIII. RULES RELATING TO ADMISSION AND GRADUATION.

##### **Rules Relating to Admission to the University Courses, and the Preparatory Courses.**

(1) Time of Admission:—

The students are admitted only once a year at the beginning of each academic year, except in the case of the preparatory courses, to which when there is room, special admission may be granted.

(2) Qualifications for admission to the University Departments:—

A. Admission without Examination. Those students are admitted to the University departments as regular students without examination, who are of good health and good conduct and who being above seventeen years of age, have besides the following qualifications:—

Note:—Applicants for admission to the English Literature Department are required, except those who have graduated in our English preparatory course, to pass an examination of the grade of that English preparatory course.

1. Graduates of the preparatory course in the University.
2. Graduates of our Girls' High School, or other Girls' High Schools with a five years course.
3. Graduates of the Girls' Normal School.
4. Graduates of the Girls' High School with four years' course, who after graduation have pursued for one year special postgraduate studies in those schools.

B. Admission by Special Examination. Those students are admitted by special examination, who have studied for one year either after graduating from the Girls' High Schools of four years' course or after passing the admission examination of a Special School.

C. Admission by Examination. Those without the qualification mentioned in A and B are required to pass an entrance examination of the grade A required for graduation at a Girls' High School of five years' course.

(3) Qualifications for admission to the graduates courses:—  
The graduate courses are open without examination to the graduates of the University Departments, or to those who have finished a course of studies in these departments as elective students.

(4) Qualifications for Admission as Elective Students:—  
Students may be admitted to the University Departments as elective students if being of good health and good conduct, and above seventeen years of age, they are recognized by the University authorities to have had sufficient preparation to pursue studies in the University.

Note:—It is needless to say that those students with qualifications entitling them to enter as regular students to the University are permitted to enter if they so desire as elective students.

(5) Qualifications for Admission to the Preparatory Department.—Applicants for admission without examination are required to be of good health and good conduct, above sixteen years of age, and besides must have one of the following qualifications. They must be:—

1. Graduates of the Girls' High School with a four years' course; or
2. Students entitled to enter any Special School without examination according to the Special School law; or
3. Students who have finished four year's study out of five years' course in any girls' high school.
4. Graduates of those girls' schools which are recognized by our University as equal to or above the grade of the girls' high school with a four year's course.

D. Admission by Examination.—Those without any of the qualifications entitling them to enter without examination are subjected to examination of the grade required for graduation at a girls' high school with a four years' course, the subjects required being the following:—Morals, Japanese Language, History, Geography, Mathematics, Physics, Domestic Science, Sewing, Drawing, Music.

**Admission Formalities.**—Applicants for admission are required to present a written application in accordance with the form provided, together with an account of their previous studies. A candidate admitted is required to present a written declaration from her surety, in accordance with the form provided. The surety shall be a person above thirty years of age, being a house-

holder within the city of Tokyo, capable of looking after, and willing to be responsible for the affairs of the students.

**Rules Relating to Graduation.**—Whether students may be allowed to graduate or not shall be determined by the vote of the faculty which shall consider, in the case of the preparatory course, the results of the students' daily work and of the examinations at the end of each school term; while in the case of the University students, they shall consider in addition to the results of the students' daily work, and of the examination in the required studies at the end of each school term, the students' graduation essays. Students of the University who are thus considered qualified to graduate shall receive a diploma of graduation, but no degree. The students in the Graduate Course, the results of whose studies in any special chosen subjects have been approved by the faculty, shall receive a certificate.

**A. LEAVING THE SCHOOL AND SUSPENSION OF STUDY.**—When a student wishes to leave school, she shall present a written application, signed by herself, and countersigned by her surety.

Students shall be dismissed in the following cases:—

- (1) Students guilty of gross misconduct.
- (2) Students whose scholastic attainments are so poor that there is no hope left of their improvement.
- (3) Students who are absent from school for over one year consecutively.
- (4) Students who absent themselves from school for over a month without any special reason.

**B.** When a student desires to suspend her study for a period of more than three months, on account of illness or owing to some unavoidable causes, she may do so, after obtaining per-

mission from the President of the University, for a period not exceeding one year. But she may resume her studies at any time, upon application to the President, if circumstances allow her to do so.

SECTION IX. EQUIPMENT OF THE UNIVERSITY.

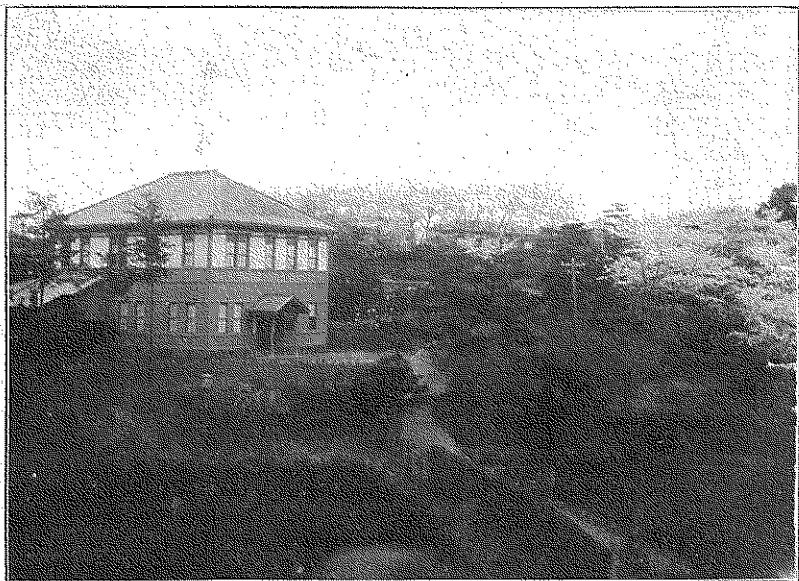
The equipment of the University at the time of its founding, has already been explained. We herewith proceed to briefly explain the present condition of its equipment, eight years after its foundation.

**Lands Owned by the University.**—(1) The area of lands now owned by the University is 16,180 *tsubo*, which shows an increase of 8,193 *tsubo*, in eight years. (2) The University and its attached schools are situated in the north-west corner of the city of Tokyo. It is sufficiently distant from the busy portions of the city to secure necessary quietness, fresh air and a clean neighbourhood. The University grounds which are extensive and hilly contain a brook, flower and vegetable gardens, so that the students may daily enjoy walking, while, in the Spring, the cherry-blossoms and, in the Autumn, the maple-leaves, particularly heighten the beauty of the spot which is at all seasons in the midst of a pretty scenery. Such environment forms a most important element in education, and we are making earnest endeavor to further increase the attractiveness of the natural environment.

**Buildings Owned by the University.**—The following table shows the particulars concerning the buildings belonging to the University:—

Kinds of Buildings.	Number of Buildings.	Area of Buildings. Tsubo	Increase in 8 year	
			Number of Buildings.	Area of Buildings.
School buildings... ..	11	1,260	9	966
Boarding houses... ..	19	1 273	16	991
Teachers' houses ... ..	4	127	2	76
Buildings owned by the Ofukai...	6	98	6	98
Miscellaneous ... ..	12	134	7	54
<b>Total ... ..</b>	<b>52</b>	<b>2,892</b>	<b>40</b>	<b>2185</b>

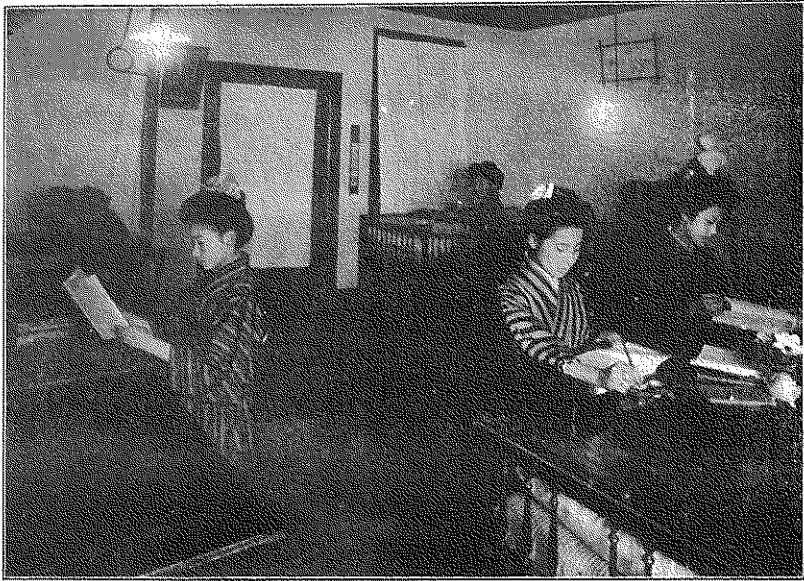
**School Buildings and Lecture Halls.**—The most important among the school buildings are the Homei Library which also has a large hall for meetings, the Education Hall and the Kosetsu Chemical Laboratory. The lecture rooms etc. at present in daily use are 77 in number, and of different sizes. These may be divided into fifty-seven lecture halls and 20 rooms used for miscellaneous purpose. Among those most worthy of notice are the experiment rooms and demonstration lecture hall in the Chemical Laboratory. This lecture hall can seat 200 students, and of the experiment rooms there are four such, each accommodating 24 students. Besides these, there are two other rooms with a cement floor, which are used for washing and certain other practical purposes. There are also three special rooms used for experiments in biology, two special rooms used for experiments in physics, three special rooms used for practice in cooking which can accommodate fifty students each, and attached to these are two more rooms used for practice in sitting at table, and for service at the table. For gymnastic exercises we have two rooms. The library contains 3,670 volumes of foreign books, and 7,736 volumes of Japanese books, making the total of 11,406 volumes. The hall in the library which can seat 1,500 persons is ordinarily



Banko Boarding House.



Boarding Students in Their Room.



Boarding Girls in the Evening.



Children's Boarding House.





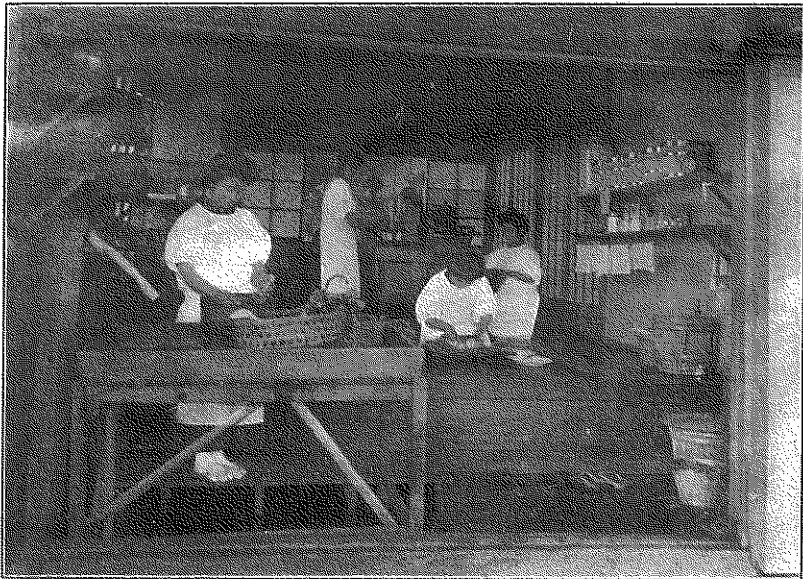
Boarding House and Students at Their Work.



Boarding Students Weeding and Sweeping.



Boarding Girls in the Kitchen Garden.



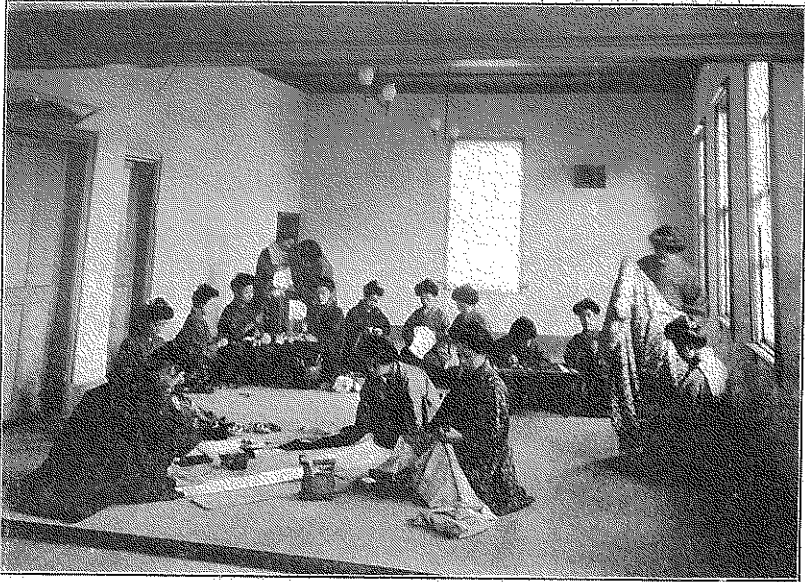
Students Cooking in a Boarding Home Kitchen.



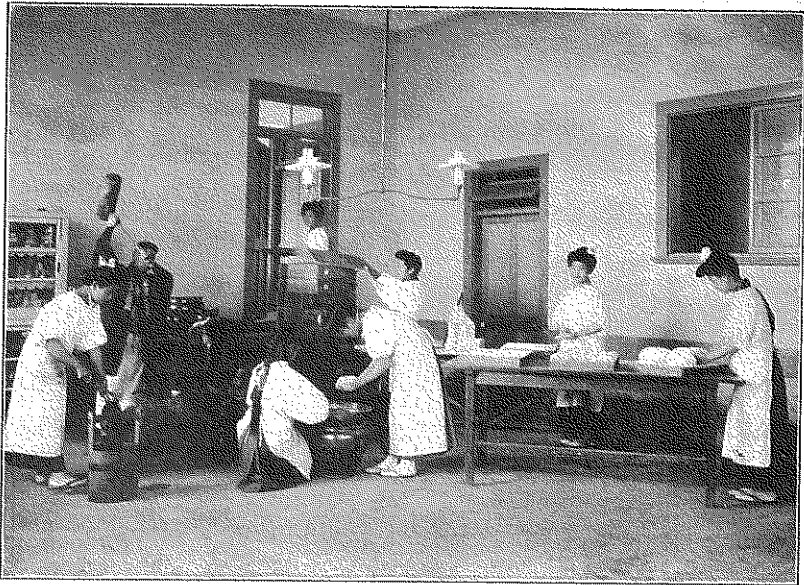
Boarding Students Dining (Japanese Style.)



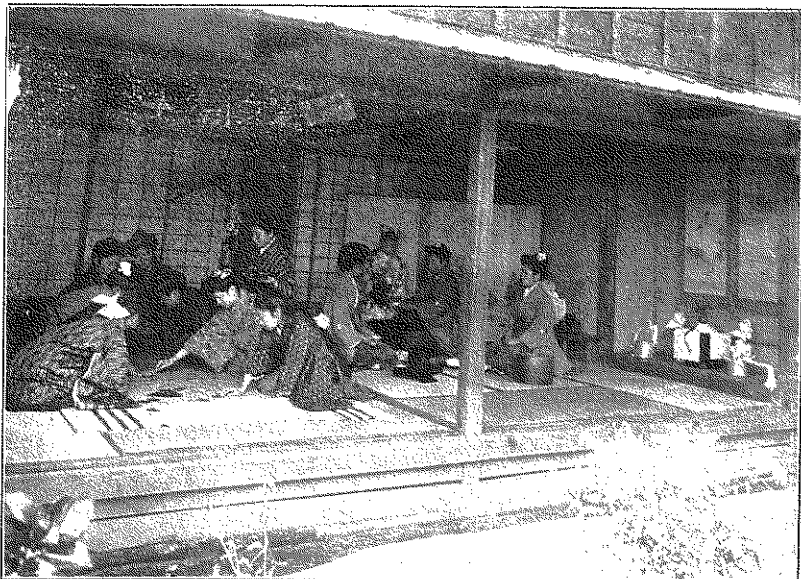
Boarding Students Dining (Western Style.)



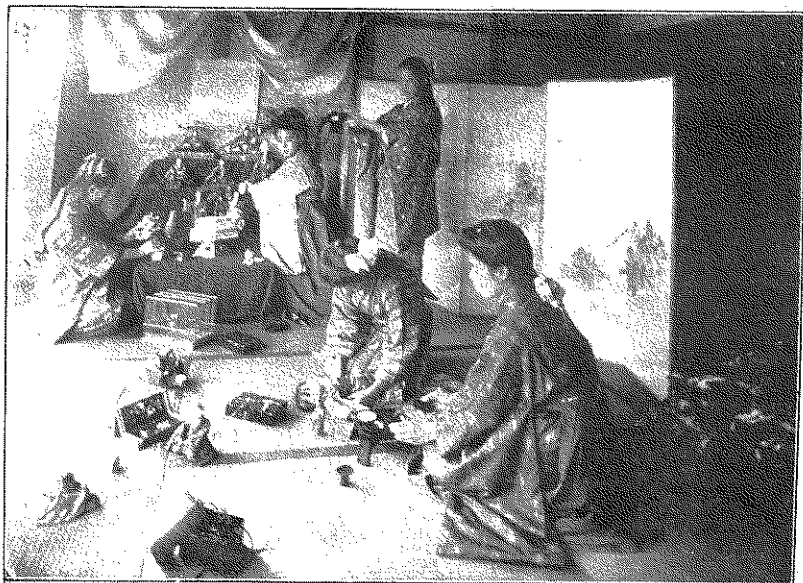
Manual Work Club of Boarding Students.



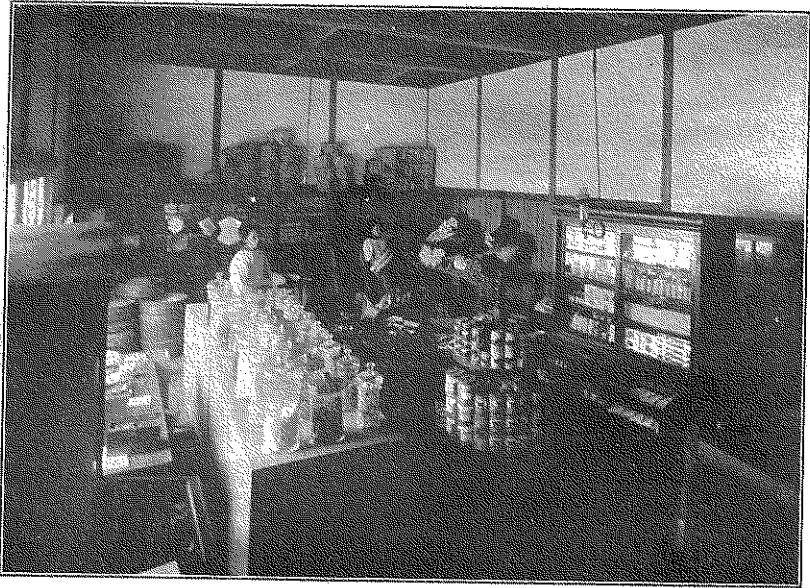
Mochi-making for New Year.



New Year's Day.



Doll-Festival (March 3.)



Grocery of the Co-operative Shop.



Summer Boarding House at Karuizawa.

used for lectures on practical ethics, but is also used for the graduation function, and other large gatherings. The rooms, the like of which can perhaps be seen nowhere outside Japan, are those used for practice in etiquette and *chanoyu*. In the case of *chanoyu* rooms we usually see several foreign visitors every month.

**Boarding Houses.**—We attach great importance to the influence of daily life on the training of students, and consequently take constant pains to make the equipment of the boarding house as nearly perfect as possible. We emphasize the family principle in view of the peculiar condition of society in this country where the family feeling is very strong. In the boarding houses, we have tried to make their equipment as nearly identical as possible with the ordinary Japanese family equipment; in each of these establishments, the students learn to live harmoniously in groups of about thirty persons, of different ages, and thus they gain experience in house keeping matters. Since we have adopted this boarding house system, its influence has been very marked in other schools. The following table shows the kinds of boarding house establishments connected with the University and attached schools:—

Boarding houses	Kind	Boarders	No. of Houses
	Japanese style	University students and high school pupils ...	...
Graduate students ... ..		...	1
European style	University students and high school pupils ...	...	1
	Children ... ..	...	1
Mixed style	University students and high school pupils ...	...	2
Total ... ..			25

**The Boarding House Co-operative Store.**—The food stuffs consumed by 700 students yearly run up to a large amount; and we have organized a co-operative store association, of which each boarding house is a shareholder. The financial result of the four years work extending from 1905 to 1908 is as follows:—

Cost of Goods	Sale of Goods	Expenses	Profit
Yen 138,843.574	Yen 146,636.809	Yen 4,331.935	Yen 3,461.300

SECTION IX. STUDENTS' SELF-TRAINING ORGANIZATIONS.

**Various Kinds of Self-Training Organizations.**—As it is the principle of education in our University to depend very largely upon the self-help of the students, in the training of their minds and hearts, in the building up of their personalities, while the teachers stand as guides to show them the way, it is of paramount importance that the students shall have different organisations for self-training,—for the expansion of their minds, for their growth in virtue—as well as for self-government for carrying on the daily affairs of their communal life in the boarding houses. These different organisations we call the students' self-training organisations. Now there are three student-bodies which need such organization, i.e., (1) the University students, (2) the High School pupils, (3) the mixed body composed of those students and pupils as they form a common boarding house community. (1) and (2) represent the school room life of the students, and (3) represents the boarding house life. In the elementary school and kindergarten we are trying to teach the pupils the habit of self-training, but the methods adopted being of a simple nature,



it is unnecessary to make special remarks on them in this connection.

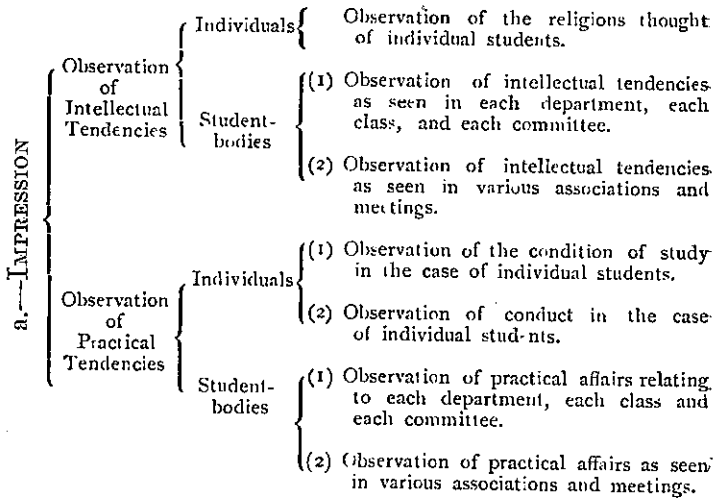
Since self-training in virtue, self-education in the cultivation of the intellect, self-government in the communal life of the students, correspond to the three psychological principles of impression, construction and expression, it would seem meet that of each of these self-training organisations there should be three kinds, corresponding to impression, construction and expression. But such minute subdivisions would make the whole thing too complicated, and, besides, such minute subdivisions are not necessary as, for instance, in practice an organ for expression serve also at the same time as the organ for impression. Moreover all school-room life, boarding-house life, family life and social life are by themselves naturally organs for impression, and we do not find it necessary to have any special organs for impression solely. All these schemes for self-training are formed and carried out in practice mainly by the students' own efforts; in the University department the schemes are formed each year by the third year class, while in the High School, by the fifth year class with the approval of the teachers and the consent of the whole school. The third year class in the University and the fifth year class in the High School constitute themselves chiefly guides in the initiation and putting into practice of these schemes for self-training.

**University Students' Self-Training Organs.**—There are at present two kinds of organs, one kind relating to construction, and the other to expression. As organs in construction, we have several committees in each class which are assisted by every student. There is a chairman of each committee who has charge

of all work of the committee. As organs in expression, there are various associations and meetings where the results obtained through construction organs are made public. Among the different objects in which the committees for construction are interested, none is so important as the spiritual training of students. This indeed is the very life of the University, where the lectures on practical ethics are brought into real practice. In regard to expression we think its most important sphere to be not the meetings where its results are made public, but the actual life of the students in the lecture room, the boarding house, the home and society at large where such results would be expressed in actual conduct.

**Organs for Construction.**—1. The Committee dealing with moral tendencies. This is the most important of all the committees, and its duty is to look after the moral affairs of each department, each class, all committees and individual students, and the moral tendencies prevailing among them, and make efforts for the development of a healthy esprit de corps among the schools. The scheme put on foot for this purpose for the present academic year is as follows:—

- (1) The aim of the scheme is to unify different tendencies in vogue and bring them into unison with the principles of education of the University.
- (2) The practical efforts with this aim in view are directed in lines as shown below:—



b.—CONSTRUCTION.—To construct schemes by which the results of observations as explained in the above paragraph may be brought into unison with the principles of the University so that improvement may be made in the spirit and discipline of the school.

c.—EXPRESSION.—To carry into practice and bring about the successful results of the scheme as explained in the foregoing paragraph. In order that these results, relating to impression, construction and expression may be properly obtained, the Committee of Moral Tendencies meets for one hour once every week.

2. THE COMMITTEE DEALING WITH MEETINGS.—The business of this committee is to study whether the various meetings held by students are economically conducted, that is, whether the best results are obtained in the shortest possible time and to try to bring about improvement.

3. THE COMMITTEE ON STUDIES.—The object of this committee is to study the characteristic features of each department,

and lead the different departments to interchange their characteristic features so as to bring them into harmony.

4. THE EXPERIMENT COMMITTEE.—This committee is appointed in the domestic science department and the pedagogic department, but not in the literature and the English literature departments.

*a.*—The object of this committee is to train students in the scientific habit of thinking by means of scientific experiments as applied particularly to practical home life and the work of teaching. We hope in this way to bring Japanese homes more into harmony with the teachings of science so that children's mental habits may be trained more under the influence of scientific ideas.

*b.*—THE METHOD.—This committee should endeavor to find proper objects of experiment relating to home life, in connection with the lectures of professors, and under the professor's guidance perform experiments on these things, and apply the results to every day use. During the present academic year, the objects experimented upon by students of the domestic science department are, tooth-powder, ink, dyeing, laundry-work, cleansing stains, soap, cosmetic water, *soy. miso.* vinegar, *tofu*, milk. water for cooking rice, spoons, chopsticks, wine cider, clothing materials, cosmetic powder etc., etc.

5. THE GYMNASIC COMMITTEE.

*a.*—The aim of this committee is to encourage gymnastic exercises, so as to bring about a healthy bodily condition as well as to create in the students a permanent taste for bodily exercise.

*b.*—The method adopted for this purpose is as follows:—

- (1) INVESTIGATION. { Investigation of the theory of gymnastics { 1. Lectures on the theory of gymnastics.  
2. Study of reference books.
- { Investigation of the practice of gymnastics { 1. Gymnastic exercises.  
2. Recreation exercises.

(2) CONSTRUCTION.—The best method of encouraging gymnastic exercises and bringing about their improvement is to be studied in this committee.

- (3) EXPRESSION { Every day expressions { Gymnastic exercises in the school room and ground.  
Gymnastic exercises in the boarding house establishments and the homes of students.
- { Gymnastic exercise gatherings ... { For particulars the readers are referred to statements under the heading "various organs for expression."
- { Periodical expressions { 1. Lawn tennis association.  
2. Bicycle " "  
3. "  
4. Competitive recreation exercise association.  
5. *Naginata* association.  
6. Dance association  
7. Indoor exercise association.
- { Gymnastic exercise associations. (For these associations champion competition meetings, are held twice each academic term.)

## 6. THE HEALTH COMMITTEE.

(1) The object of this committee is as follows:—

- Object { Training the students in hygienic ideas and practice.  
{ To bring about a better hygienic condition in the student life.

(2) ITS METHOD

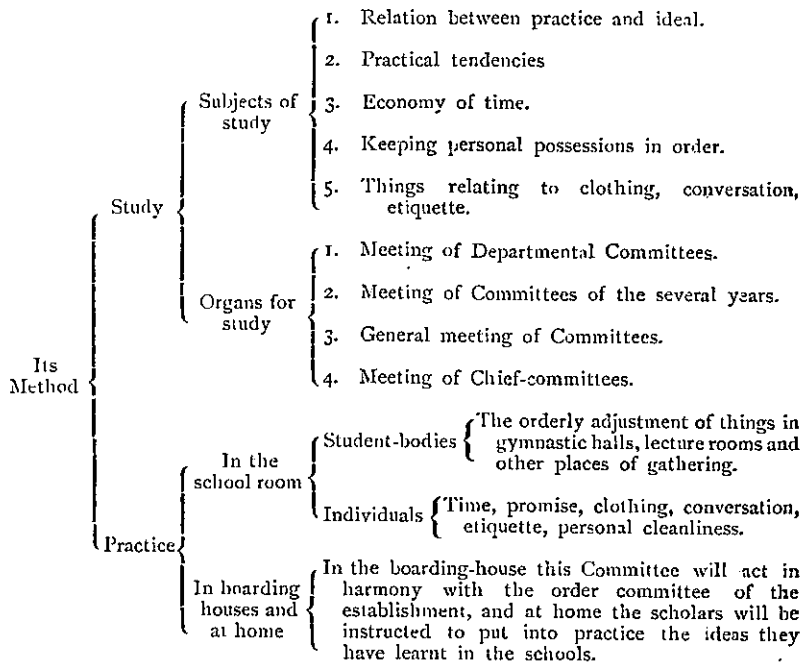
- (i) Study { Subjects of study { General hygiene for the schools { Hygienic precautions against seasonal diseases { Precautions against *Kakke*.  
Summer hygiene.  
Winter hygiene.
- { Individual health { Daily hygiene { With special reference to the relation of body and mind.
- { Organs for study { Meetings of the Committee.  
{ Individual study by members of the Committee.

(ii)	Practice	{	For Student-	bodies	{	School rooms	{	1. Cleansing of the rooms.
						Boarding houses and homes	{	2. Temperature of the rooms.
								3. Ventilation of the rooms.
								For boarding students and day-scholars.
			For	Individuals	{	1. Precautions against seasonal diseases.		
		2. To create hygienic habits most suitable for each individual case.						
		3. Utilization of hygienic diaries.						

(3) **HYGIENIC DIARIES.**—These diaries made according to the design of the hygienic committee are handed to all students, and under 11 headings they are instructed to enter each day their physical condition, the object being in the first place for the individual's own reference, and in the second place, to supply material to the hygienic committee for their investigation.

7. **THE EDUCATIONAL MUSEUM COMMITTEE.**—The work of this committee consists in collecting, assorting and preserving the results of investigations by other committees, so that these may serve as reference for future students of the University as well as for inspection by the public, for which the museum is open once or twice every year.

8. **THE ORDER COMMITTEE.**—The aim of this committee is to create among students an orderly habit in all things. Its work may be best apprehended by a table as follows:—



9. THE ECONOMIC COMMITTEE.—The object of this committee is to study (1) the daily economic questions of the student life, (2) the economic problems relating to school at the present time and social life, (3) the openings of any outside work for house-keepers, (4) the reform of book-keeping methods for home and student life, (5) the utilization of waste matter, so as to put in practice the results of such studies, with the view of creating the habit of thrift in general.

10. THE COMMITTEE ON LITERATURE AND ARTS.—This Committee has for its object (1) the growth of healthy thinking, (2) the fostering of common sense, (3) the refinement of sentiments, (4) the harmonizing of feelings between individual students, (5) the beautifying of the daily life. There is usually a grand literary gathering held once a year. The Committee

always keeps itself posted on the artistic features of life in different departments, in classes and among individual students, and tries to encourage the expression of beauty in one's life, without conflicting with thrift and economy. The furnishing and adorning of boarding house rooms are also looked after by this committee acting in conjunction with the similar committees of the boarding-houses.

11. THE COMMITTEE ON AGRICULTURE.—This Committee plans to work for the present year on the following lines:—

- |                                  |   |                                     |   |
|----------------------------------|---|-------------------------------------|---|
| A. Its object                    | } | 1. To foster taste for agriculture. |   |
|                                  |   | 2. To „ industrial ideas.           |   |
|                                  |   | 3. To „ the study of nature.        |   |
|                                  |   | 4. To „ taste for manual labour.    |   |
| B. Practice and investigation    | } | 1. Horticulture                     | { Flowers and vegetables (study of method of culture and of killing noxious insects.) |
|                                  |   |                                     |   |
|                                  |   | 2. „ „ bees ( „ „ )                 |   |
|                                  |   | 3. „ „ rabbits (under preparation)  |   |
|                                  |   | 4. „ „ pigeons ( „ „ )              |   |
| C. Organs for carrying out plans | } | The construction organs             | 1. Meeting of Departmental Committees.  |
|                                  |   |                                     | 2. Meeting of the Agriculture Committees of several years.                            |
|                                  |   |                                     | 3. General meeting of the Agriculture Committee.                                      |
|                                  |   |                                     | 4. Meeting of Chief-Committees.   |
|                                  | } | The expression organs               | Agricultural products exhibition (held once every term)                               |
|                                  |   |                                     | Exhibits in the Educational Museum.   |
|                                  |   |                                     | Publication of an agricultural magazine.  |
|                                  |   |                                     |   |

12. THE COMMITTEE ON COOKING.—This Committee aims at the practical study of cooking through the application of



science, so as to contribute toward the improvement of cooking methods and the perfecting of daily life. The plans for the present academic year are as follows:—

a.—THE SUBJECTS OF PRACTICAL STUDY.

- (1) Investigation of food stuffs, with special reference to their choice and utilization, first from the hygienic point of view, secondly from the economic point of view. In regard to the latter the study of market prices according to seasons, the method of storing and preservation are studied.
- (2) The next thing studied is the order of dishes and the mode of cooking, with ample reference to the application of chemistry. The Committee also takes into consideration the age, conditions of health, and circumstances of the people for whom the supposed meal is to be served.
- (3) THE STUDY OF THE ENVIRONMENT.—The Committee will study the condition of the cooking room and see that it is kept clean and everything in order; it will also study to constantly improve utensils used in cooking. Then another important thing to be studied is the subject of the dining room, to see that there is the proper etiquette in service, good taste in ornament and care in the treatment of dishes and other implements of table service.

b.—THE PLACE AND OCCASION.—The results of investigation and study are to be put into practice (1) in the school, in the cooking room and dining hall, in making luncheons for guests at the time of public gymnastic gatherings twice a year, in cases

when guests are invited to dinner; (2) in the boarding houses and students' homes, in the daily routine of cooking and sitting at the dinner table.

**Organs for Expression.**—Although the above-named twelve committees have for their object as a matter of necessity the realization and expression in practice of the results of investigation, yet we must further introduce our readers to other organisations whose chief function is that of expression.

1. **THE ASSOCIATION FOR THE STUDY OF SCIENCES AND ARTS.**—This is the place where the results of investigations in sciences and arts carried on either by students individually or by the committees are made public to the whole University. The great public gathering for this purpose takes place at least once a year.

2. The Public Gymnastic Exercises Exhibition has for its object the encouragement of gymnastic exercises, but as another important aim, the training of students in the united work of the student-body, in the reception of guests, etc. These gatherings take place in the Spring and Autumn, while on the latter occasion the students' relatives and the friends of the University are invited. On the last occasion of such a gathering, the gymnastic museum which was entirely the creation of the students themselves, was opened to the inspection of guests, who altogether numbered about 10,000. The Cooking Committee had spent two previous days in preparing luncheons for 6,000 guests: In fact, the making of the programme, the reception of guests, the carrying the schemes into execution and everything else were undertaken by the students themselves, with the Gymnastic Exercise Committee as the centre of work and responsibility.

3. The Horticultural Exhibition is opened three times a year under the auspices of the Agricultural Committee, where flowers, vegetables, potted-plants, birds, hens, statistics on agriculture are exhibited for competition and criticism. It is needless to say that such exhibitions contribute immensely to the cultivation of agricultural taste.

4. The Social Gatherings are of two kinds:—

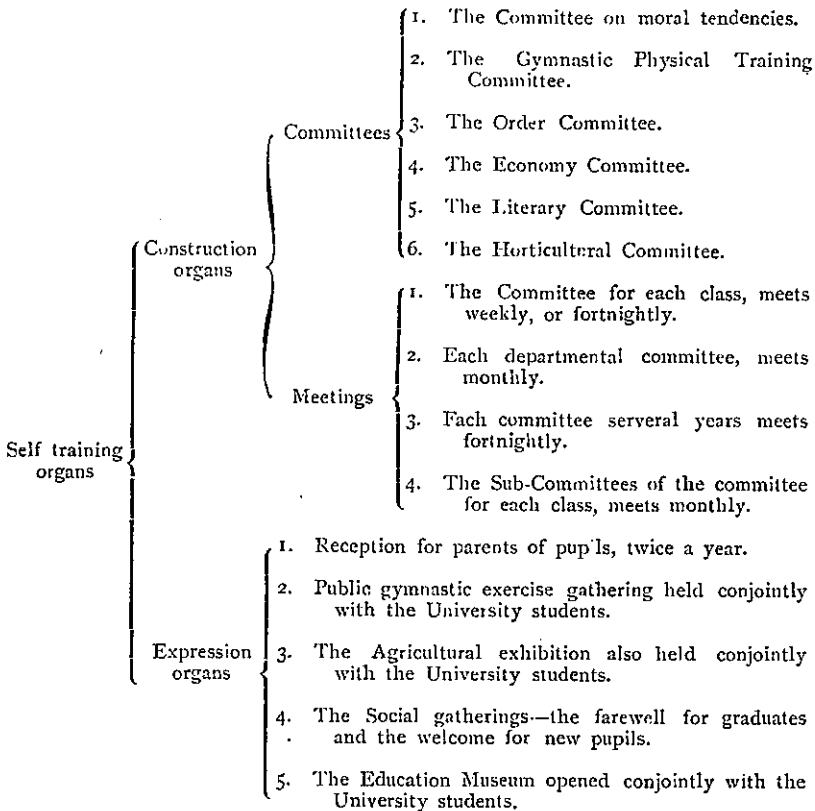
- (1) The provincial association, where students belonging the same province meet together for social purposes; this is held once a month.
- (2) The farewell and welcome gatherings are held respectively for sending off the graduates and for the reception of new students. These meetings are held in the month of April every year.

5. The Literature and Arts Association holds its annual meeting under the auspices of the Literature and Arts Committee, when singing, Japanese and Foreign music, essays of students and recitations are generally on the programme.

6. The Education Museum Hall contains exhibits of the results of studies by students individually by departments, classes and committees, and other objects of interest as a reference for pedagogic study. These are collected arranged and preserved under the auspices of the Education Museum Committee.

**Self-training Organs for High School Pupils.**—The organs for the self-training of pupils in the High School are also of the two kinds of construction and expression, but compared with the Committees of the University Students they are fewer in number and simpler in their work; and as they are the same in principle with the organs for the University students al-

ready explained at length, we will omit all particulars, only giving a brief outline as follows:—



### Organs for the Self-training of Students in Boarding House Establishment:—

(1) THE IMPORTANCE OF THE TRAINING THROUGH THE LIFE IN THE BOARDING HOUSE ESTABLISHMENTS.—We do not regard the teaching given in the school rooms as everything in the way of education, but lay emphasis on the importance of the training received by students through fellowship with one another, as has just been

explained in the above paragraphs. Besides this we look upon the life of students in our boarding house establishments as a most important factor in the moulding of their character. These boarding houses are not only the place for experiment in household economy, in house adjustment, in home hygiene, in home cooking, but they are also a training institute in the life of fellowship and co-operation with others, in the performance of mutual duties by the elder and the younger, and in rendering service toward others. Here the students learn to appreciate one another and to bear one another's burdens, to be quick and refined in conversation and manners. In one word, these homelike establishments, make up what is necessarily lacking of life in the purely school life of the lecture rooms.

- (2) METHOD OF TRAINING THROUGH LIFE OF THE BOARDING HOUSE ESTABLISHMENTS.—The University as well as the High School requires of their students, except those of them who attend school daily from their own homes, that they should board in the boarding house establishments. There are provisions made for twenty-five family groups of less than thirty persons each; in each of these groups or families there is a lady-superintendent at its head, with two headstudents, called *Shufu*, who manage the affairs of the family, under the guidance of the lady-superintendent. The members of the upper classes become these headstudents or *shufu* by turns. The other members of the family all share in the work of the home; thus they not only gain experi-

ence in housework, but learn to make plans for food, clothing, furnishing the rooms, hygiene, household economy and to put them in practice; in a word, they learn the self-government of a home. Since we aim at training our students in model Japanese house life, we make them observe all important social festivals of the country such as the ceremonies on the New Year's Day, the feast of the dolls on the 3rd March, the festival for departed spirits on the 15th July, the festival of the weaver on the 7th of the same month. The important regulations for these boarding house establishments are of course fixed by the school authorities, but in details the students are left free to make their own plans for each establishment. The very important virtue of submitting to the will of a majority, even when it seemingly conflicts with the interest of individuals is encouraged, so that the students may learn to train their feelings to fit them for the life of co-operation.

(3) ORGANS FOR SELF-TRAINING OF STUDENTS RESIDING IN THE BOARDING HOUSE ESTABLISHMENTS.—

ORGANS FOR SELF-TRAINING

	Kind	Object	
Students' Committees	Moral Tendency Committee.	{	Guidance of general moral tendency of boarders.
	Literary		Cultivation of literary taste.
	Horticultural		Development of interest in nature and out-door work.
	Order		Cultivation of orderliness and cleanliness.
	Cooking		Cultivation of knowledge and practice in selection and preparation of food.
	Economy		Cultivation of habit of economy.
	Physical Culture		Improvement in health and hygiene.

# PLAN OF DAY OF A BOARDING STUDENT OF DOMESTIC SCIENCE DEPARTMENT.

(Of third year class.)

By Educational Museum Committee Students.

Division of Day.	Morning.							After-noon.					Evening.				
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
Sunday.						Free.							Bath Hr.				
Monday.			Private Study.	English.	Child-Study.	Private Study.	Private Study.		Practice in Japanese Cooking.	Free.	Garden-ing.	Free.	Free.				
Tuesday.			Com-mittee Meeting.	Moral-culture Meeting.	Constitution and Civil Code.	Practice in Western Cooking.	Recreation in Open Air.	Recreation in Open Air.	Private Study.	Lecture on Applied Chemistry.	Free.	Free.	Bath Hr.				
Wednesday.							Launch.		Private Study.	Lecture on Practical Ethics.	Free.	Free.	Dinner.	Recreation in Open Air.	Private Study.		
Thursday.				English.	Japanese Etiquette.	Physical Exercise.	Lecture on Applied Chemistry.		Private Study.	Private Study.	Meeting.	Meeting.	Bath Hr.				Singing and Good-night Meeting.
Friday.			Private-Study.		Ethics.	Hygiene.	Private Study.		Laboratory Work in Applied Chemistry.	Free.	Free.	Free.					
Saturday.					Private Study.	History of Fine Art.			Private Study.	Private Study.	Free.	Free.	Bath Hr.				Meeting.

		Kind	Object
Meeting	Regular	Moral Culture Meeting.	Cultivation of character.
		Literature „	Cultivation of literary taste.
		Social Intercourse „	Inter-influence of boarding houses.
		Committees' „	Improvement of work of committees.
		Manual Work „	} Cultivation of economical habit and manual dexterity.
		Head Students' „	
	Occasional	Commemoration Meeting.	} Strengthening of loyalty to boarding house ideals.
		Welcome „	
		Farewell „	} Entertainment of new graduates and bidding farewell to them.
		Birth-day Celebration „	
Entertainment „		} Drawing together boarders and day students.	

(4) DAILY LIFE OF STUDENTS RESIDING IN BOARDING HOUSE ESTABLISHMENTS.—To explain the daily life of six hundred resident students in the boarding house establishments, besides the student life in the twelve-classes of the four departments of the University and in the five classes (divided into ten groups) of the High School would require a long and complex exposition of twelve or thirteen divisions and subdivisions. Such an exposition would be too tedious, and we will herewith append a table which will show at a glance the daily life of a third year students in the Domestic Science Department of the University. This table was originally prepared by the Educational Museum Committee stu-



dents as an exhibit for the Anglo-Japanese Exhibition in London.

SECTION XI. PRESENT CONDITION OF THE OFU KAI OR  
CHERRY-MAPLE ASSOCIATION.

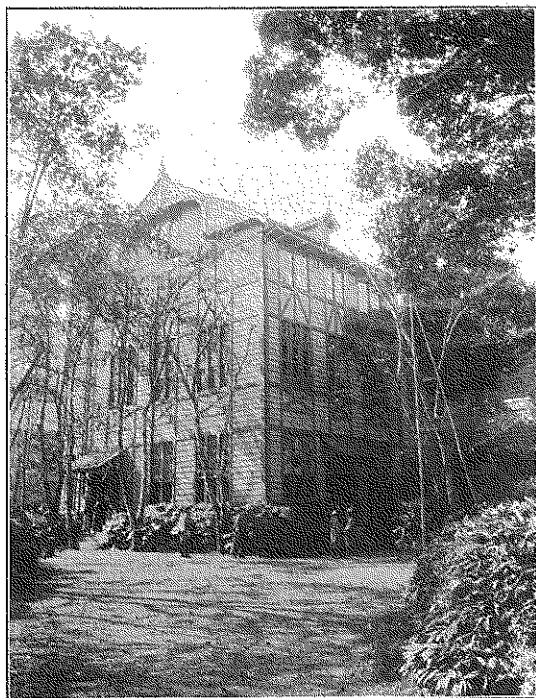
**Object of the Cherry-Maple Association:—**

- a.*—To cultivate good fellowship among the members and to help each one in developing her own personal character.
- b.*—To bring about reforms in the homes, education and society of Japan.
- c.*—To establish a closer connection between the members and the Alma Mater and to aid in the development of the Alma Mater.

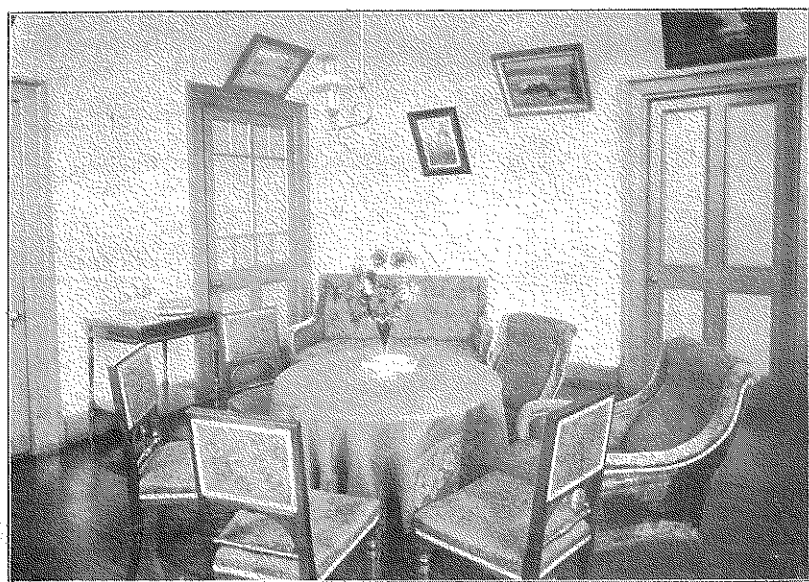
**Membership of the Association.**

A. KINDS OF MEMBERSHIP:—

- a.*—Regular members, consisting of the graduates of the University departments.
- b.*—Associate members, consisting of the members of the 3rd year class of the University departments.
- c.*—Advisory members, consisting of those ladies who appreciating the object of the Association, desire to help on its work by becoming its members.
- d.*—Junior members of the Association, consisting of all those supporters of the Association who were once in the University, or who have graduated from the preparatory courses or the Girls' High School attached to the University.
- e.*—Honorary Members of the Association, consisting of the



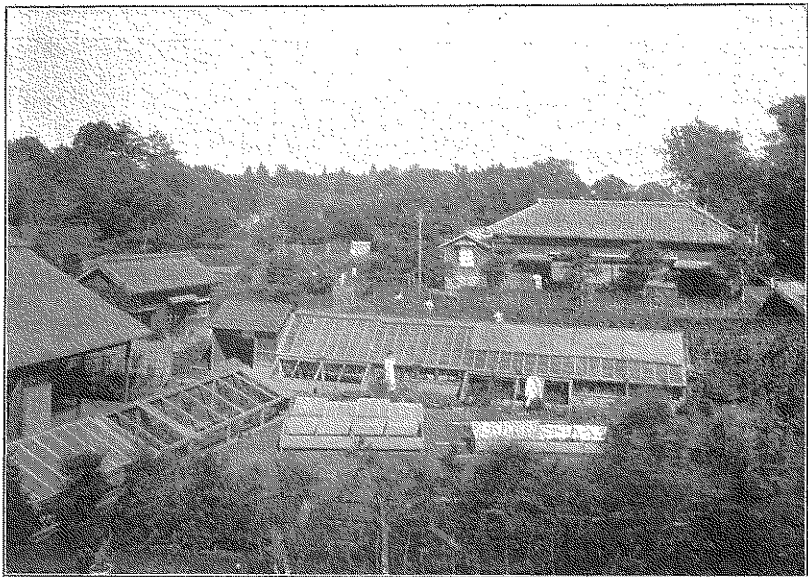
Graduates' Association Building.



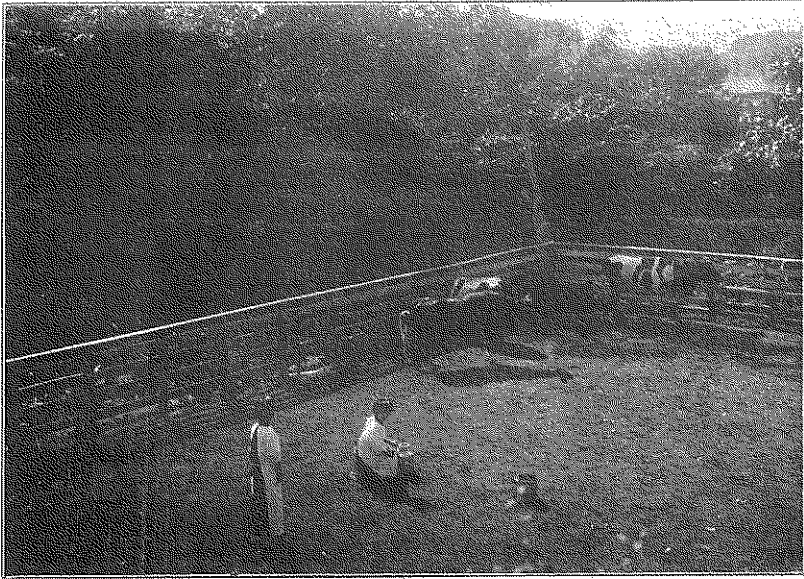
Drawing Room of Graduates' Association.



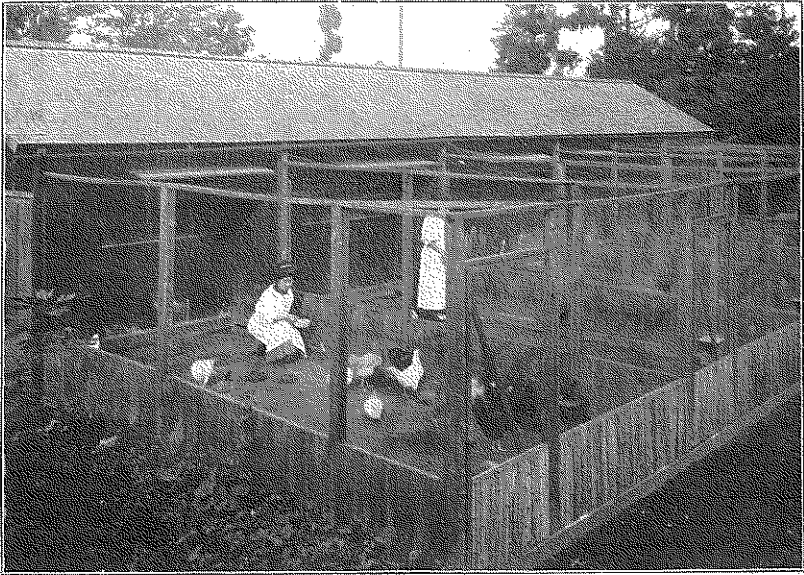
School Shop Conducted by Graduates.



Gardening.



Students Going to Milk the Cows.



Hennery.

officers of the University and others recommended by the directors of the Association, on account of their being related in a special way to the University.

**B. NUMBERS OF MEMBERS:—**

<i>a.</i> —Regular Members .. .. .	865
<i>b.</i> —Associate Members .. .. .	144
<i>c.</i> —Advisory Members .. .. .	37
<i>d.</i> —Junior Members .. .. .	161
<i>e.</i> —Honorary Members .. .. .	11
	Total .. .. .
	1,218

**Departments in the Association.**—There are three departments in the Association, any one of which any of the regular, associate and honorary members may join according to preference.

**A. THREE DEPARTMENTS AND THEIR AIMS:—**

*a.*—THE HOME DEPARTMENT.—The object of this department is to study all questions relating to the home, from both the theoretical and practical points of view and to try to bring about reforms.

*b.*—THE EDUCATIONAL DEPARTMENT.—The object of this department is to study all questions of education from both the theoretical and practical points of view, and to try to bring about reforms.

*c.*—THE SOCIAL DEPARTMENT.—The object of this department is to study all social questions from both the theoretical and practical points of view, and to try to bring about reforms.

**B. REGULAR MEMBERS AS DISTRIBUTED IN THE THREE DEPARTMENTS:—**

<i>a.</i> —Home Department.. . . . .	446
<i>b.</i> —Education Department . . . . .	302
<i>c.</i> —Social Department . . . . .	117
	<hr/>
Total . . . . .	865

**Officers and Clerks.**

**A. OFFICERS OF THE ASSOCIATION:—**

- (1) **THE PRESIDENT.**—The president of the University shall be the president of the Association.
- (2) **THE VICE-PRESIDENT.**—The dean of the University shall be the vice-president of the Association.
- (3) **THE CHIEF DIRECTOR** shall be elected by the regular members from among themselves, the election being ratified by the president.
- (4) **THE DIRECTORS:—**
  - a.*—Regular member directors shall be elected by the regular members from among themselves.
  - b.*—Advisory member directors shall be elected by the advisory members from among themselves.
- (5) **THE CHIEF TREASURER** shall be nominated from among the regular members by the directors, the selection being ratified by the general meeting of the Association.

**B. OFFICERS OF THE THREE DEPARTMENTS.**—The heads of the three departments are elected from among the members of the departments, with the consent of the directors of the Association.

**C. THE TERM OF OFFICE.**—The term of office of the chief director, chief treasurer and department heads shall be four years, while that of ordinary directors shall be one year.

D. THE STATISTICS OF OFFICERS AND CLERKS:—

Officers of the Association	President ... .. 1			
	Vice president ... .. 1			
	Directors	Chief Director ... .. 1		
		Directors of Regular Members ... .. 8		
		Directors of Advisory Members ... .. 8		
		Directors of Associate Members ... .. 2		
Chief treasurer and Assistant Bursar ... .. 1				
Secretary to Chief Director ... .. 30				
Total ... .. 52				
Officers of three Departments	Home Dept.	Dept. Head ... .. 1		
		Assistants ... .. 3		
	Education Dept.	Dept. Head ... .. 1		
		Assistant ... .. 1		
	Social Dept.	Dept. Head	Dept. Head ... .. 1	
			Assistant ... .. 1	
		Publication	Editors of the "Home" ... .. 3	
			Correspondence Study	Editors ... .. 2
				Clerk ... .. 1
			Editors of "Report" and "Correspondence." ... .. 2	
		Industries	Commerce	Section Chief ... .. 1
				Assistants ... .. 4
			Bank	Section Chief ... .. 1
				Assistant ... .. 1
			Horticulture	Section Chief ... .. 1
Pasturing		Section Chief ... .. 1		
Bakery		Section Chief ... .. 1		
Total ... .. 26				

**Work of the Association.**—The different undertakings of the Association may be divided into two kinds.

A. UNDERTAKINGS OF A PRACTICAL NATURE.

a.—INDUSTRY.

- (1) Trade.—storekeeping in books and stationery and also in miscellaneous things.
- (2) Banking.
- (3) Dairy farming.
- (4) Horticulture.
- (5) Bakery.

b.—UNIVERSITY EXTENTION.

- (1) Teaching by correspondence.
- (2) Local lectures.
- (3) Summer schools.

c.—PUBLICATIONS.

- (1) "Japan Womens' University Lectures," a course of lectures covering studies for two years, published twice a month, intended for correspondence teaching on the subject of domestic science.
- (2) "The Home," a monthly magazine.
- (3) "The Cherry-Maple Association Report," published once a year.
- (4) "The Cherry-Maple Association Correspondence," published six times a year.

B. UNDERTAKING OF A THEORETICAL NATURE.—The members of the three departments divide themselves into sections and, both individually and in sections, make investigations on special subjects. The results of these investigations are presented to the meetings of sections and discussed; and whatever is thought



worthy of publication is published in the Cherry-Maple Association Report or in the Association "Correspondence."

*a.*—SECTIONS OF THE HOME DEPARTMENT.

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1. Section on Home moral,          | 2. Section on child nurture.   |
| 3. " " " Economy.                  | 4. " " " social work.          |
| 5. " " " social intercourse.       | 6. " " " cultivation of taste. |
| 7. " " " hygiene.                  | 8. " " " womans' education.    |
| 9. " " " food, clothing and house. |                                |

*b.*—SECTIONS OF THE EDUCATION DEPARTMENT.

- |                                  |   |
|----------------------------------|---|
| 1. Section on primary education. | 2. Section on secondary school education. |
| 3. " " " higher education.       | 4. " " " home education.                  |
| 5. " " " social education.       |   |

*c.*—SECTIONS OF THE SOCIAL DEPARTMENT.

- |                              |                            |
|------------------------------|----------------------------|
| 1. Section on publication.   | 2. Section on charity.     |
| 3. " " " industry.           | 4. " " " social education. |
| 5. " " " womens' occupation. | 6. " " " " reform.         |

**Actual Conditon of the Undertakings:—**

A. THE OFU KWAN OR THE CHERRY-MAPLE HALL. This hall is the gift of Mrs. Suteko Mitsui, wife of Mr. Saburosuke Mitsui. The hall is three storied and contains eleven rooms. On the first floor are found, a bank, book and stationery store and miscellaneous store; on the second floor are found a reception room, editing office for the "Home," business office for the three departments of the Association. This building may indeed be called the headquarters of the Association.

B. CONDITION OF TRADE.—There are two stores, one dealing in books and stationery and the other in miscellaneous goods, and they have for customers 1,200 students and pupils. The four sales-women are engaged in keeping these stores, which are open every day, excepting Sunday, from 8 a.m. till 5 p.m. The

busiest time of the year is at the beginning of the school year; and the busiest time of the day is just after luncheon and the ten minutes' intervals between lectures. The result of business done between April 1908 and March 1909 is as follows:—

	yen.
The total amount sold during one year.. . .	16,079.80
The greatest amount sold during one month..	2,786.87
The average sale per month (a year regarded as of 10 months).. . . . .	1,607.98

C. CONDITION OF BANKING.—The 650 student residing in the boarding house establishments are not allowed to have money in any considerable quantity, but required to deposit whatever they have, excepting a small amount of cash, in the Bank. The payment of tuition and board fees and the purchase of things for daily use are made by means of cheques. The Bank's chief customers are therefore these students. Besides these students, the bank has dealings with the University office, boarding house establishment, Cherry-Maple Association office. The condition of the Bank may be seen from the following figures taken from the year ending March, 1909:—

The amount of exchanges transacted during	yen.
one year . . . . .	498,835.57
The greatest amount of exchanges transacted during any one month . . . . .	66,390.56
The greatest amount of deposit in any one month . . . . .	32,214.192
Average deposit per month (a year regarded as of 10 months) . . . . .	24,603.151

D. CONDITION OF THE HORTICULTURE DEPARTMENT.—The area of land utilized by the Horticulture department is about 3,200 *tsubo*, and the condition of the horticulture pursuits is as follows:

- (1) Horticulture. As the work of this association there are one hot house, ten beds under glass, a flower garden, a vegetable garden, a fruit garden. Potted-plants, cut flowers, bouquets are made from Japanese and foreign flowers of all kinds; vegetables and fruits (pears, plums, figs, peaches, grapes) are raised and sold.

Besides the above which belong to the association, there are flower gardens belonging to the University departments, Girls' High School, Elementary School, Kindergarten, as well as a vegetable garden belonging to boarding houses. The agriculture committee of the association act as guides in these undertakings of the different schools and boarding houses.

- (2) DAIRY AND POULTRY FARM.—There are three cows which give 8 *sho* of milk each. The milk is sold to the students, and this brings in about 170 *yen* a month. There are 22 hens, of which seven belong to the Leghorn Kind, seven to the Minorca, three to the Andalusian, two to the Cochin.

**Relation of these Undertakings to Education.—**

These undertakings not only belong to the Cherry-Maple Association, but also form an important element in the education of our university. The object of introducing this element is to bring students into contact with industrial and economic environment and to teach them to respect labour, love nature and contract an economic habit of thinking.

**University Extension.**—As a first step in the University extension work, we have commenced the publication of “Japan Women’s University Lectures,” by which correspondence instruction is conducted, and along with these, we publish the “Home”, a monthly magazine.

The membership enrolled in the correspondence education association is at present 4,500; the sale of the “Home” is about 6,000 copies. There are about sixty local branches of the association all over Japan which serve for local lectures.

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## CHAPTER III. THE FUTURE OF THE UNIVERSITY.

### SECTION I. THE IMPROVEMENT OF THE REAL CONTENT AND COMPLETION OF THE OUTFIT.

**Three Standpoints.**—The future prospects of the University may most conveniently be considered from three standpoints. The first standpoint is that of the improvement of the real content of the different departments and the completion of the outfit; the second is that of the establishment of new courses, and the third is that of raising of the grade of studies. In a word, the work of the University must be regarded as just begun so that the practical realization of its aims is yet far off and many are the reforms and additions which must be undertaken. We venture to mention a few of these immediate needs and appeal to the general public for sympathy and assistance.

**Improvement of the Real Content.**—Although for nine years since the opening of the University we have introduced many improvements in the real content of the departments and courses, yet there is room for further improvement. And the first condition for making such improvement is a larger endowment. Even with the present scope of the University, if we are to continue necessary improvements year by year, there is need for at least 500,000 *yen* as a permanent fund. Though the rate of interest in this country has of late become much lower than formerly, owing to the levelling influence of cosmopolitan money markets, yet money is worth in many cases several times as much as it is in the Western lands. Suppose we get anew an endowment of 500,000 *yen*, it will be practically equal to more

than 1,500,000 *yen* in Europe and America. Thus an educational work needing the fund of £300,000 in England may be carried on with 1,000,000 *yen* in Japan.

**Completion of the Equipment.**—The following are some of the immediate necessities in order to tolerably complete the equipment of the University.

a.—**Gymnastic Hall.**—The relation of the higher education of women to her health is one of the most important problems connected with women's education. We have from the very beginning paid the greatest attention to this subject, and throughout the three years' courses in the University, we have made gymnastic exercises a required part of the course. We try moreover to impress on the minds of our students the prime necessity of good health, not only for their own sakes but also for the sake of their posterity, and we encourage each student to select the kind of exercise most suited to her constitution and to practise it daily in the boarding houses or the home. We feel on these account all the more keenly the need of a good gymnastic hall. The gift of fifty or sixty thousand *yen* will enable us to put up with complete apparatus, such a gymnastic hall as will suit our present need.

b.—**NATURAL HISTORY MUSEUM.**—That we do not yet possess such a museum is greatly to be regretted. We are looking for some generous donors to enable us to put up such a building.

c.—**LIBRARY.**—We indeed have a library building, but it is more fit for a practical ethics lecture hall; and if we

could devote the present building to ethical instruction, and put up a new large library building, nothing could be of greater service to the University. The sum of 100,000 *yen* or 150,000 *yen* will put up such a building and besides leave a fund sufficient for the purchase of choice books of reference. When such a library is put up we hope to throw it open for the use of ladies outside the University.

*d.*—EXPERIMENT HALLS.—We are fortunate in already possessing an unusually well-equipped chemical laboratory, but we lack similar laboratories for physics, biology, physiology, and hygienic science. A hall with its outfit for experiments in these subjects may be put up for forty or fifty thousand *yen*.

We need besides this, a hall for experiments on education. The reform of women's education can only be successfully made on the basis of practical experiments. The sum of fifty thousand *yen* will put up a building with a complete outfit for this purpose.

*e.*—SCHOLARSHIP FUNDS.—Women's education must be carried on by women. This is the ideal; and in order to realize this ideal, we must first raise up women competent to bear such a responsibility. We wish therefore to see some of our graduates find their way to Europe and America for advanced studies. Nothing could be more gratifying to us than the endowment of a fund connected either directly with the Japan Women's University or indirectly with London University or Columbia University or some such famous universities abroad.

where by means of the endowments thus made, some of our graduates who have superior natural gifts but no money, might be supported for a few years at a time.

SECTION II. ESTABLISHMENT OF NEW COURSES AND RAISING OF THE GRADE OF STUDIE.

**Establishment of New Courses.**

- (1) In the University, we earnestly hope to see the establishment of the following departments:—

The Horticulture Department, the Medical Department, the Musical Department, the Art Department. Besides within the Education Department, the courses on gymnastics and training of kindergarden nurses.

- (2) In the attached special department, we hope to see the establishment of the courses on technical arts and commerce.

**Raising of the Grade of Studies.**—There is a wide-spread criticism that the standard of the courses is not high enough to correspond to the name of university. We ourselves think there is truth in such a criticism. The reason why we have persisted in calling our institution by the name of university is that it is our fixed determination to raise the grade of studies as soon as circumstances permit. That the grade has not been high enough is chiefly due to the necessity of keeping up with the practical social needs of the time as well as to the fact that the general standard of woman's education in this country was not high enough for immediately establishing real university courses in the strict sense of the term. When this University



was first established there were but 12 girls' high schools in the country, but during these 8 or 9 years, partly stimulated by the establishment of our University, these high schools have increased to 182 in number. Yet even these can not be regarded as of sufficiently high grade to be regarded as preparatory for university education, as these high schools, with a few exceptions, are of four years' course. We are compelled to have one year's preparatory course to fit the graduates of these high schools for university courses. We find it impossible therefore to raise the grade of our courses all at once, but we hope to do so gradually, in fact as soon as is practical, so as to make the reality correspond to the name of the University.

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