

SCIENCE

VOL. 84

FRIDAY, AUGUST 28, 1936

No. 2174

<i>Japanese Higher Education and Research in the Physical Sciences</i> : PROFESSOR DUGALD C. JACKSON	189
<i>The Spirit of Ward in Sociology</i> : PROFESSOR STUART A. RICE	192
Obituary:	
<i>William Emilius Praeger</i> : PROFESSOR FRANCES DIEBOLD. <i>Recent Deaths</i>	195
Scientific Events:	
<i>The Blackpool Meeting of the British Association; Summer Meeting of the Pennsylvania Academy of Science; The Second International Congress of the International Association for Testing Materials; The Annual Meeting of the American Psychological Association; The Pittsburgh Meeting of the American Chemical Society</i>	195
<i>Scientific Notes and News</i>	198
Discussion:	
<i>The Preglacial Physiography of Western Ohio</i> : PROFESSOR KARL VER STEEG. <i>Autotomy in a Peregrine Earthworm</i> : W. R. WALTON and DR. JOHN MONTEITH, JR. <i>Anopheles Experimentally Infected with Malaria Plasmodia</i> : MAJOR JAMES STEVENS SIMMONS. <i>Erosion on the Upper Rio Grande</i> : C. K. COOPERRIDER and B. A. HENDRICKS. <i>The Occurrence of the American Bison in Alabama and Florida</i> : DR. MARK F. BOYD	201
Scientific Books:	
<i>Evolution</i> : PROFESSOR T. D. A. COCKERELL	203

Special Articles:	
<i>The Production of Cosmic Ray Showers</i> : DR. ARTHUR BRAMLEY. <i>Nerve Cells without Central Processes in the Fourth Spinal Ganglion of the Bullfrog</i> : DR. ALFRED M. LUCAS and JOHN E. MIKSICEK. <i>The Thermophilic and Anaerobic Nature of Lactobacillus bulgaricus</i> : PROFESSOR J. M. SHERMAN and H. M. HODGE	206
Scientific Apparatus and Laboratory Methods:	
<i>A High Speed Crystal Ink Writer</i> : DR. FRANKLIN OFFNER and DR. R. W. GERARD. <i>Another Method of Preparing Distribution Maps</i> : DR. WINONA H. WELCH. <i>Labeling Museum Specimens and Laboratory Equipment</i> : DR. E. E. JACOBS and PROFESSOR MARY AUTEN	209
<i>Science News</i>	6

SCIENCE: A Weekly Journal devoted to the Advancement of Science, edited by J. McKEEN CATTELL and published every Friday by

THE SCIENCE PRESS

New York City: Grand Central Terminal
Lancaster, Pa. Garrison, N. Y.
Annual Subscription, \$6.00 Single Copies, 15 Cts.

SCIENCE is the official organ of the American Association for the Advancement of Science. Information regarding membership in the Association may be secured from the office of the permanent secretary, in the Smithsonian Institution Building, Washington, D. C.

JAPANESE HIGHER EDUCATION AND RESEARCH IN THE PHYSICAL SCIENCES

By Professor DUGALD C. JACKSON

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

It is now sixty-eight years since the Shogunate was overthrown in Japan (1868) and the Emperor Meiji came into direct relation to the nation. In prior days, the feudal organization and civil wars had held the masses of Japanese population in educational darkness and superstition. The emperor Meiji proved to be a man of such force and high character as warrants him a place among the great national fathers of the world. With the aid of commissions sent to study practices in the western countries, and commanded to recommend new processes of national finance and education for Japan, progress in these lines was made rapidly and a parliamentary government ultimately was established. By the year 1872 a unified plan for education in Japan was promulgated (following rather clearly

the French standards), and by 1880 compulsory education became a feature of the Empire for children up to certain ages. The mass of population was rapidly changed from the illiteracy of a feudal period to a proud proportion of literacy which vies with the record of the most literate nations of the western world. National university activities were given a suitable place in the original plan for national education, and the growing place of elementary and intermediate education in the affections of the people served as a foundation for equally effective development of university influences. The Japanese are a people of healthy, workmanlike, athletic thought, notwithstanding their reputation for sentimentalism.

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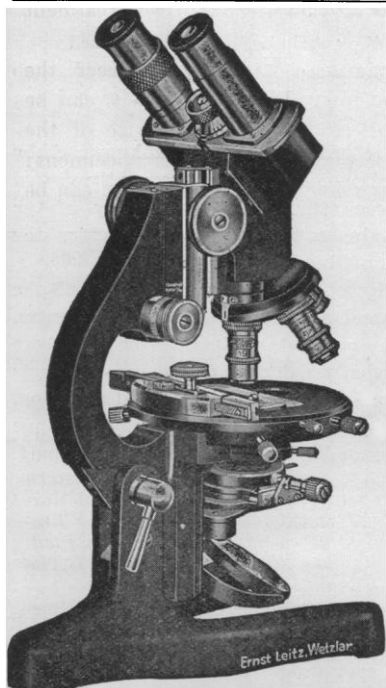


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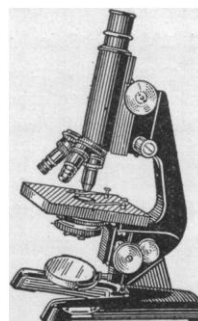
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