

Prior to their departure from the city on the 14th instant, Mr. Tanaka and suite called again at the Department for the purpose of expressing their acknowledgements on account of the attention they had received, and their good wishes; and we have since been informed that the party left with very agreeable impressions concerning the ancient capital of the Province and its people.

Education in Japan.

The territory of the Empire of Japan, consisting of the large island of *Nippon*, three other considerable and several smaller islands, is less than that of the Province of Quebec, the difference in area being upwards of 36,000 square miles. Its population, however, is nearly 30 times as large, for it numbers over 35,000,000.

Until within a few years, the Japanese Government pursued a policy of rigid exclusion with respect to other nations. The present Emperor, or Mikado, officially styled "His Imperial Majesty, the Tenno of Japan," who was the second son of his predecessor on the throne, is a man of 26 years of age, and he succeeded his father in consequence of a revolution which occurred in the year 1868. Since that epoch in the history of the country, the former policy, in respect of intercourse with foreigners, has been greatly changed, and progress in every direction has been the order of the day. As was mentioned in our Journal for last May, the reigning Mikado has abandoned, the habits of seclusion practised by his ancestors—appearing in public, giving audiences to the members of the diplomatic corps employed in the Japanese Government service, dressing, eating, riding, and acting generally like an European Sovereign. Inspired by the example, if not by the express directions of the Mikado, the leading men have exerted themselves in promoting reformatory movements throughout the Empire. In consequence, railways and telegraph lines have been constructed, machine shops and factories established with modern improvements and appliances, and foreigners, English, American, French, German, Swiss and Dutch, encouraged by the Government to come in and assist in the introduction of scientific methods of Agriculture and in the advancement of other important objects of national concern. Amongst these should be mentioned Education, to the promotion of which very great attention has been devoted. Formerly, although there had been schools in Japan for a long period anterior to the accession of the present ruler, the instruction imparted was of the most imperfect character, with slight benefit only to the upper classes of the people, leaving in a state of hopeless ignorance the population generally, including the cultivators of the soil, artisans, merchants and women. But within a few years of the advent of the reigning Mikado this state of things has been revolutionized. Systems of education, elementary, intermediate and academical, collegiate and university, have been established, and a general school law adopted, by which attendance school is made compulsory for every child over 6 years of age, and to continue until at least the rudiments of learning, reading, writing, and arithmetic, shall have been acquired.

The aim of the Japanese school law is to leave none, male or female, throughout the Empire, in ignorance. The supreme authority in educational matters is a Department of Education, presided over by a minister of state, and exercising a continuous supervision through the agency of subordinate bodies and responsible officials, stationed in all the Provinces; and Districts, into which the country is divided and subdivided.

From the information derived from the party of

Japanese representatives who recently paid a visit to Quebec, as related in another column, we learn that the whole territory of the Empire is divided into 7 grand divisions, styled Collegiate Districts, each having a central office in a considerable city, in charge of an official who corresponds with, and is responsible to, the Department of Education. In these grand divisions are comprised 80 Provinces, whose head men are the Seigneurs and constitute, when called together, the great Council of the Japanese Empire, as well as 3 great and populous cities; also, each grand division is subdivided into 32 Academical Districts, of which each must have within its limits one *Middle, High School*, or *Academy*. By the school law every Academical District is further subdivided into about 200 *School Districts*, whose localities must be regulated by the comparative density of the population, their ability to pay school taxes, and by other conditions, such as convenience of access to school-houses. There are upwards of 50,000 such School Districts in the Empire. In these arrangements, so far as the Academical and the School Districts are concerned, our readers will perceive a resemblance to our system of division of the country into School Municipalities and the School Districts into which these are subdivided according to the requirements of our people.

In respect of administration, every Academical District has about a dozen *Superintendents*, appointed by the local authorities, having control over schools to the number of from 20 to 30 each, and paid from local taxes, the amount of which, when deficient for the purpose, is supplemented from the public treasury of the Empire. The Superintendents report periodically to the chief of the Bureau of the Grand Division in which his District is situated, who transmits all particulars, statistics, &c., to the Department of Education, whence they are issued in a digested form once a year, printed and published for the information of the Japanese public.

The schools are classified under 3 general heads, termed respectively Schools for *Great Learning*, for *Middle Learning*, and for *Small Learning*, and they embrace institutions analogous to various kinds known to ourselves—*Infant Schools* (for children less than 6 years of age), *Charity Schools* (for the indigent), *Private Schools* (taught by persons having licenses), *Village Schools*, *Schools for Imbeciles*, and *Evening Schools* (for those, who, from necessity, cannot attend in the day time).

Exclusively of the schools established for particular objects, such as *Infant Schools*, *Schools for imbeciles*, &c., those of the class for *Small Learning*, which constitute the true Public or Common Schools, open to all, and at which attendance is compulsory in cases where education is not being received elsewhere, are organized to as to be of two grades, the *Lower* and the *Upper* grade. The Lower Grade is for children from 5 to 9 years old, and includes tuition in the first rudiments of knowledge. In the Upper Grade Primary Schools, the age for Scholars is from 10 to 13, and these are taught the outlines of *History*, *Geometry*, *Botany*, &c.

Next come the *Secondary or Schools for Middle Learning*, attended by youth between the ages of 14 and 18 or 19, also having courses of instruction of Lower and Higher Grades. The Lower Grade, for boys and girls from 14 to 16 years old, embrace the subjects of *Japanese and Foreign Languages*, *Geography and History*, the *Elements of Mathematics and the Natural Science*, *Political Economy* (Constitution and Statistics of Japan) *Music*, &c. For youths, from 16 to 18 or 19 years old, there are the Upper Grade Secondary Schools and Subjects, the latter comprising more extended courses of those already mentioned.

Included in the class of Secondary Schools, or Schools for Middle Learning, are private academies whose