

## GHQ/SCAP Records (RG 331, National Archives and Records Service)

## Description of contents

- (1) Box no. 2973
- (2) Folder title/number: (5)  
No Title (Higher Education)

(3) Date: Apr. 1948 - ?

(4) Subject:

Classification	Type of record
812, 9812	c, e

(5) Item description and comment:  
Kyoto (Doshisha Univ.)

(6) Reproduction:  Yes  No

(7) Film no.

Sheet no.

(Compiled by *National Diet Library*)



### 7 . . . Progress Through Research

Operation of the schools requires the services of many departments other than the more evident division of the school system. This report, confined to thirty-two pages, does not permit a description of all of these varied and valuable services. It will suffice here to outline the services of one department as somewhat representative of all of the contributory departments of this vast school system.

Scientific research, more than any other single factor, has been responsible for the progress of America over the past quarter of a century or more. Practically nothing has been left to chance or to the whims of the "what was good enough for father theorists." In the field of education a major responsibility for progress has rested with educational research. School people are continually striving to find better ways of teaching, and to develop more efficient tools of learning.

The Detroit Board of Education maintains a Department of Instructional Research, whose function is the use of scientific methods of inquiry and investigation of educational problems as a means of bringing about improvements in supervision, administration, and teaching practices in the schools. Research in education, like research in other fields, avoids conclusions based on personal opinion. Rather, opinion must be supported by scientific observation.

#### Research Aids Reading Progress

An examination of research in reading will serve to illustrate something of how the department functions. More time is spent on instruction in reading than on any other subject in the elementary schools. Several years ago a plan was inaugurated in a few Detroit schools, designed to give special attention to children entering the first grade who were not yet ready to carry on the activities required in the regular reading classes of this grade. The Research Department, in cooperation with the Department of Language Education and the schools' Psychological Clinic, developed a Reading Readiness Test and a pupil's Personality Inventory to be used in diagnosing the individual strengths and weaknesses of children at the age of six. Specialized materials and methods were developed to provide for better adjustment of children in their first contact with reading instruction. Through this study and scientific application of its findings, continuous improvements are being made in helping the child to adjust to the important job of learning to read in grade one - a fact substantiated by careful follow-up studies by teachers and principals over a period of three years.

#### A Scientific Measure

In all the elementary grades, Detroit teachers use standardized reading tests to measure exactly the pupil's progress in learning to read.



These tests enable the teacher to find out particular strengths and weaknesses of individual pupils so that special help can be given to each child in accordance with his needs. Teachers keep an extra close check on reading progress in the beginning grades. For example, in grades one and two each child is given a standardized reading test every eight weeks, and in grades three to eight the pupil is given from three to six different reading tests yearly. By the time the pupil has finished the eighth grade, the typical child in the Detroit schools has taken thirty-nine different standardized tests, in addition to the numerous teacher tests which are given from week to week or month to month. A special reading survey was conducted in February of this year. A standard test was given to all 8A pupils in the public schools. The major purpose of this survey was to determine how well Detroit pupils read in comparison with pupils in other school systems throughout the nation. Results of nearly 8,000 tests administered to as many pupils, revealed that the average reading ability of Detroit's 8A pupil is one month (one-tenth of the school year) above the national average.

#### Is Algebra Worthwhile?

In the field of mathematics, investigations of the department over a period of years show that there is an unusually high rate of failure in ninth grade algebra. Teachers report that a large number of students need special help in order to meet the requirements of the course. They also report that a large number of students gain little that is educationally worthwhile from formal instruction in algebra. With these practical criticisms and considerations as a starting point, the Department of Research. In cooperation with the Department of Exact Sciences and with the various intermediate and high schools in the city, undertook an extensive study of algebra aptitude. A test was developed to determine pupil chances of doing satisfactory work in the regular ninth grade algebra course. The test was then used experimentally in several high schools to determine how accurately predictions could be made regarding the degree of success the pupil might realize upon undertaking the study of algebra. Extensive information was collected and summarized for each of approximately 600 ninth grade students who were tested before and after they had taken an algebra course. Results disclose that reasonably accurate predictions can be made regarding the probable success of a particular student in the study of algebra. Mathematics courses are being developed which, it is thought, will prove more useful to the majority of students whose educational goal does not demand the study of algebra, and whose interests and aptitudes make it unlikely that they would profit from a study of this subject.

No system of education can be better than its teachers. In view of this, the teacher selection process in Detroit undergoes continuous development in line with the findings of research and the study of personnel practices. During the year the department, in cooperation with the Division of Personnel and the Psychological Clinic, inaugurated a comprehensive study and appraisal of the procedures now used in selecting applicants for teaching positions.



The major job in this study was that of determining what particular factors in the previous history of the teacher applicant had the greatest value in predicting the applicant's success in Detroit's classrooms.

A city-wide testing program under the direction of the Department of Research provides for all schools a series of tests in reading, arithmetic, English, and handwriting. Vocational subjects are represented by tests in Household Mechanics, Freehand Drawing, General Woodwork, General Metals, and Shop Safety Procedures. In addition to the three R's of the elementary schools, tests are provided for the secondary schools in reading, English, algebra, chemistry, and physics.

Progress through applications of the findings of research has become somewhat of a byword in Detroit schools.



CRITERIA FOR THE SELECTION OF  
A NEW DEAN OF ARTS AND SCIENCES  
OF THE UNIVERSITY OF DENVER

1. He should have a forward-looking philosophy of education, and be sensitive to the needs, interests and aspirations of young people.
2. He must be emotionally and intellectually committed to democratic administration.
3. He should be ardently and sincerely committed to academic freedom of inquiry and analysis.
4. He should democratically encourage experimental curriculum -building in all academic areas, and experimental procedures in teaching methods.
5. He should be capable of positive and cooperative leadership.
6. He must have qualities which enable him to distinguish between policy and person and to administer the College accordingly.
7. He must be deeply interested in scholarship, especially that which stresses the inter-relationships of the various broad fields of knowledge. He must be interested in balancing human relations with the need for productive scholarship.
8. He should have had experience in administration within a complex university or its equivalent, including competency in financial matters and personnel and counseling services.
9. He should possess good presence, be an effective speaker, and be proficient in public relations.
10. He should possess the Doctoral degree or its experience equivalent.
11. He should not be impressed by ideas of caste, class, rank, family or other automatic indices of authority, but recognize their existence and work successfully within them.



Intercultural and inter-racial relations are matters of particular concern to Detroit. Special emphasis has been placed on acquainting youth, especially youngsters of intermediate and high school age, with the need for an understanding of our world neighbors and of the people with whom we must live at home and in nearby states. The fact that the war years brought many new people to this city means that our problems of living together as good neighbors are numerous. Their solution lies largely in education.



#### 4 . . . Education for Development Life Patterns Take Shape in High School

A high school education continues to be the goal of a large per cent of Detroit's boys and girls. Observations and experiences of young men and women as members of the armed forces during the past few years have served to re-emphasize the need for more and better education. Thousands of discharged veterans have returned to Detroit's classrooms. Undoubtedly their experiences have been influential in emphasizing to their younger brothers and sisters and friends the need for getting all the education possible early in life. At any rate, membership in Detroit's high schools and in its technical and trade schools shows a substantial gain for the first time in several years. At the present time, nearly 1,800 veterans are enrolled in the city's high schools and the Board of Education Veterans Institute. A majority of these students are working for high school diplomas.

#### High Schools Have Wide Appeal

The Board of Education operates nineteen high schools; fifteen are of the comprehensive or "regular" type, two specialize in business education, one features the technical curricula, and one specializes in vocational work emphasis on cooperative education for eleventh and twelfth graders. Three of the city's public high schools offer post-graduate work. In addition to the cooperative program offered at the Wilbur Wright High School, three comprehensive high schools include cooperative work-study programs for a limited number of students. Part-time employment for such students is arranged in nearby offices, industries, and retail stores. Students enrolled in the cooperative curriculum spend four hours a day in high school and a like time on the job; for the latter they receive compensation and some school credit. At the Wilbur Wright and the Aero Mechanics schools the cooperative program calls for two weeks of employment and two weeks of schooling during eleven months of the year.

#### Which Road Next ?

High school youth are at the age where they begin to see a need for patterns. Will they go on to college? Would a commercial curriculum best serve, and what are the job possibilities for youth if he specializes in technical education? Such questions are matters of serious concern to both



students and parents as the young people enroll in high school. The problem of guidance is one of special importance to youth at this age. Each Detroit high school has counselor service for all of its students. In addition, the Guidance and Placement (employment) Department at the Board's central office offers free service by experts in these fields. There is continued study and research going on in the city's high schools in an attempt to improve this valuable service.

At the Northwestern High School a guidance center is the core of a five-year demonstration project. This means that all guidance matters may be considered directly within the school. Students may be counseled, receive aptitude tests and medical and dental examinations, apply for employment permits, and be referred to part-time jobs through this center. Students may also confer with the visiting teacher who is conversant with home problems. In addition, expert psychiatric service is available to students. This new guidance center project is offered in addition to the regular counseling service of the school. The center is being studied from the standpoint of its possible ultimate adaptation to all of the city's high schools. Its effects upon the holding power of the school, the adjustment of students in classes and to high school life generally, and adaptation of the student to the curriculum are being carefully and continuously evaluated. Various cooperating agencies, including the Department of Health, The Children's Fund of Michigan, and the Citizenship Education Study, are providing counsel and other services for the center. Upon enrollment at the Northwestern High School, students and their parents are made acquainted with the various curriculums of the school - college preparatory, business education, and general. Counselors, however, attempt to adjust each child's program to the needs of the individual, thus the curriculum lines are not emphasized. As a further aid in the general counseling of high school students, the counsel and services of the attendance teacher are made available. It is the duty of these specialized teachers to investigate absences, screen attendance cases, make referrals to the Attendance Department and to the visiting teacher. It is through the attendance teacher that counselors are largely advised of special home problems, a knowledge of which is so often valuable in the satisfactory adjustment of the student. Under the direction of the Psychological Clinic of the schools, a visiting teacher does extensive work with maladjusted students who need special study.

#### Citizenship Gets Al Priority

The business of teaching citizenship to Detroit's youth is probably the most important single job of the schools, for without good citizenship there could be no government and no free democracy. The Detroit Board of Education is fortunate in that it is the recipient of a half million dollar



grant for the establishment of a five-year-study to determine better ways of teaching citizenship to school youth. Of eight schools singled out for participation in the study, two are high schools. This is the third year of the study. It proposes to examine pupil behavior and to incorporate school practices that are related to changing democratic values, solving social problems, meeting basic human needs. Improving the quality of human relationships, and acquiring the skills and abilities necessary in a democratic society. All of these skills are designed to provide a basis for more mature planning and discussions on the part of both teacher and pupil. It is a cooperative project within the schools.

In the high schools in which the study is active, units on democracy have been developed by teachers of English and the social studies. In this study American History is being taught largely as a means for understanding democracy. The study has already instituted a project with a view to the improvement of the teaching of thinking as related to problem solving. The Citizenship Study is taking into consideration something of the composition of the community mix. People frequently think of citizenship in terms of voting, or the rise and fall of criminal acts, the increase or decrease in contributions to the Community Chest, and similar social projects. The community phase of the study includes an attempt to collect from police records, voting records, the records of the Public Lighting Commission, and similar sources, data which have bearing on aspects of citizenship within the neighborhood of the school. Findings of the Study will be made available to schools throughout the nation. The Study is operated as a separate unit of the Detroit Public Schools with offices separate from the Board of Education, but working in full cooperation.

For several years the R.O.T.C., operated under the guidance and supervision of the War Department, has constituted a part of the curriculum of the Detroit schools. At the present time it is operative in fourteen of our high schools. Boys fourteen years of age or older and members of the tenth grade or above, with a "C" average during the previous semester, are eligible for enrollment. There is no obligation of military service entailed through this training. A credit of three hours per semester is allowed toward graduation.

#### Safety Education a "Must"

Of late years the high schools have especially emphasized safety. They have instituted with considerable success a safe-driving project with the cooperation of parents. The driver-training program and layout at the Pershing High School is serving as a model from which five additional high schools will develop programs in the near future. Under specialized instruction a twenty-lesson course is offered, supplemented by a progressive instructional program. Six training cars furnished by the Board made possible the training in safe driving of 300 students during the past year. Ultimately, this type of instruction



will be offered in each of the city's comprehensive high schools.

Detroit makes provision for special education of those of the handicapped who wish to continue at the high school level. A few Braille students are enrolled in the Northern High School. In addition, three high schools provide sight-saving instruction and thirteen teachers specialize in speech correction work at the upper grade level. Six secondary schools offer instruction in lip reading, and three classes are conducted by speech teachers in special preparatory work for older students who wish to complete a high school education.

The Detroit Board of Education is not content to mark "finish" on the graduation record of its high school seniors. As evidence of this the June, 1947 class of more than 6,000 graduates was canvassed to determine individual plans for the post high school years. Thirty-six per cent of the graduates indicated intention of accepting employment at once, while thirty-one per cent planned to enter college. It should be noted that the number of graduates entering college usually runs between fifteen and twenty per cent. About one graduate out of eight of those canvassed had no immediate plans for the future, while five per cent indicated a desire to enter business or trade school.

#### High Schools Are Accredited

Detroit's academic high schools and Cass Technical High School are members of the North Central Association of Colleges and Secondary Schools. This means that graduates of these high schools may enter college without further examination. Just how well do Detroit Public High School graduates perform in college? In June of 1947 the University of Michigan disclosed that during the year just ended the graduate of Detroit Central High School enrolled at U. of M. ranked first in academic achievement in the university during the year. This is significant, and particularly so when it becomes known that Central High School had eighty young men and women enrolled as freshmen at the U. of M., where academic performance was considered in the awarding of this high honor to Central. The High School of Commerce was awarded honorable mention along with fourteen high schools throughout the state.

#### Technical, Trade Education Popular

Detroit's Public Schools include a division of Technical and Trade Schools. Such schools attempt to meet the needs of specific training for employment. The Aero Mechanics School is the most recent addition to the technical schools. It trains airplane engine mechanics and airplane mechanics. The Apprentice Training School, formerly known as the Building Trades, is organized to give related instruction to apprentices. It enrolls adults, usually between the ages of eighteen and twenty-five. Their attendance is on a part-time basis, and employers generally pay students while attending this school. The Cass Technical High



School maintains an instructional program organized around eleven curriculums. Each curriculum is pointed towards an occupation or industry area. Included are machine shop, mechanical drafting, electrical, automotive, aeronautical, architectural drafting, science, home economics, printing, art, and music. Six schools are designated as trade schools, and meet the educational needs of students between the ages of fifteen and eighteen who wish to enroll in a pre-employment school. Instruction is organized around basic trades or occupations. The Wilbur Wright Vocational High School is organized for cooperative training and is open to boys who have completed the ninth grade. Practically all of the graduates of this school enter industry by way of organized apprenticeship. Detroit's technical and trade schools offer training in a wide variety of occupations and trades, including aeronautics and aircraft instruction, auto mechanics, baking, cooking, brick laying, costume illustration, floor decorations, optical lens grinding, pattern making, power machine operation, radio repair, retailing, tailoring, jewelry and watch repair, and woodwork.

Plans are under way for expanding and intensifying the vocational education program for girls and women.

Teachers employed in Detroit high schools must have a Master's Degree, which means a minimum of five years of college training. They must teach in the field of their specialization in order to qualify under the North Central Association. The performance of high school graduates attests to the quality of instruction offered in the city's high schools.



5 . . . Education for Adjustment  
Special Schools and Classes Accommodate Special Needs

It is a matter of considerable pride to the Board of Education that for many years there has been no evident educational need in Detroit for which the schools have not offered an educational service. The blind and partially sighted, the deaf and hard of hearing, the crippled, the epileptic, the mentally subnormal, the tubercular, and the child who may be bedfast and thus unable to attend school - each may receive instruction either in a special school or class devoted to the individual needs or at the home bedside. It is gratifying to know that although there are more than 200,000 children in Detroit attending regular day schools, the city does not overlook the educational needs of approximately 9,000 children who for reasons entirely beyond their control must be enrolled in the special schools and classes.

No Need Is Overlooked

The work of Special Education covers all phases of instruction for atypical children. Four clinics are operated - one for crippled children, a glandular clinic which provides special service for problem and retarded children, the White Special Clinic for children with convulsive disorders, principally epileptics, and a Speech Clinic for pre-school children with speech handicaps and for other children with special speech disorders. The services of these four clinics constitute an integral part of the work of the Department of Special Education.

Of significance is departmental work aimed toward the conservation of the normal facilities of children. Special attention is directed to boys and girls who have only partial vision or perhaps a degree of hearing, as well as to those with a speech impediment. During the year the department entertained a special demonstration lighting project at one school. This helped focus attention on the conservation of eyesight through proper lighting conditions.

It is with regret that the department must report that the number of cardiac children (heart cases) demanding the attention of the schools is on the increase. Likewise, there has been an increase of approximately twenty per cent in the requests for home teaching - the greatest single number of cases are afflicted with rheumatic fever. The orthopedic (crippled) department has an enrollment in excess of 1,300. This represents an increase slightly in excess of five per cent.

Every attempt is being made to salvage any fragment of hearing measurable in children. A special program in acoustics training has been continued with the aim of helping every child having any degree of hearing deficiency. In the School for the Deaf all the pupils are given audiometer tests each year. It is encouraging to know that nearly 600 pupils were brought to the deaf clinic by parents, teachers, and visiting teachers for a hearing examination during the school year. Work with individual hearing aids for children is showing considerable progress. It is felt that more consideration should be given to the use of these aids in the future.



### Nearly 50 Years of Service

Special education was introduced to Detroit in 1899. It was not until 1936 that the Board of Education instituted a special school for epileptic children. This was, and is, the only school of its kind in the world. In this school considerable emphasis is placed on personal and social adjustment of children through the guidance program. Boys and girls afflicted with epilepsy are emotionally disturbed by an ailment which sets them apart from their friends and other children of their age and grade. The clinic reports continued success in its efforts to control the seizures of epilepsy. New drugs and combinations of drugs are found by the school to be increasingly effective if properly administered. As one result, many of the children in attendance are able to be returned to their neighborhood schools following study and treatment in the White Special School. All medical treatment is given with the permission and cooperation of the home and the family physician.

### Special Help for Convalescents

In the selection of children for open air and open window rooms, teachers and principals are thought of as having an equal responsibility with the family and its physician for the protection of school children. These special rooms serve largely children who are convalescing from a long illness, who are undernourished, or who have a minor heart ailment. The program includes ample opportunity for rest and a needed morning lunch, that the children may build up their bodies as quickly as possible.

The Special Education Department is particularly interested in speech, since this is one of the most important factors in personal adjustment. The program of speech correction is constantly being strengthened and improved. One of the major causes of speech defects is traceable to the serious illnesses of childhood - illnesses which are accompanied by high fever. Glandular accompanied by high fever. Glandular deficiencies, poor hearing, malformation in the structure of the speech organs, certain emotional disturbances, and poor speech environment contribute greatly to the causes of speech defects in children. During the past year nearly 10,000 boys and girls were enrolled in speech classes conducted in the public schools throughout the city. It is interesting to know that the enrollment includes about twice as many boys as girls.

### Music Helps Reduce Tension

Classes for the mentally handicapped have recorded an increase in enrollment during the year. Stress has been placed on the correction of physical defects. The guidance program for these handicapped children has been continued with substantial success. In another field of special education, ungraded classes are in operation for unadjusted children. It is



felt that more emphasis might properly be placed on music as a means of reducing tension in children enrolled in this phase of special education. The Ellis School of Observation for Boys, as well as the Moore Special School, is serving a real need in the educational adjustment of ungraded and of discipline cases. The Moore Summer School is operative for problem boys in an effort to keep them off the street. Visiting teacher service continues to help in the schools' understanding and adjustment of the boys. They are paid by the State.

During the year the Department of Special Education was privileged to cooperate with the Wayne County Board of Auditors in their study and developing of an improved program of education for youth confined in Juvenile Detention Home. The school operates on a twelve-month program, since crime and maladjustment of youth know no holiday.



6 . . . Education for Improvement  
Evening Schools Extend Learning Opportunities to Adults

The idea that education is continuous throughout life is giving evidence of somewhat general acceptance. Citizens of all types are beginning to realize that the adults of today must solve most of the problems of today if the American way of life is to survive. That there is cause for concern generally is to be inferred from the fact that this nation has more than ten million functionally illiterate adults. The United States census of 1940 reveals that one man or woman out of every ten over twenty-five years of age, resident in Michigan, has not completed more than four grades in school. While this nation had more high school graduates in 1940 than any other country, yet the voice of the people in making vital decisions affecting the public welfare was, in fact, the voice of a ninth grader.

When it established the Department of Adult Education in 1875, the Detroit Board of Education formally recognized the value to be derived from a continuance of education for all people. Originally planned for those men and women who were required to leave school in order to seek employment at an early age, Adult Education devoted its first years to the teaching of reading, writing and arithmetic. The work of the department became increasingly popular. Progress was rapid, following a reorganization in 1915. High school diplomas granted by the Adult Education Department have been recognized by the North Central Association of Colleges and Secondary Schools since 1931. This gives the graduates a standing equal to that of a graduate from any high school in the country approved by the North Central Association.

During the school year just ended, the over-all growth of the Adult Education Department, sometimes referred to as the Evening School Division of the Board of Education, recorded an increase in excess of ten per cent. Evening schools constitute a major part of the adult program in Detroit, although during the past two years the department inaugurated a great many daytime classes in order that adults who do not find it convenient to attend school evenings may continue their education during the day. The board operates twenty-two schools throughout the city where adult men and women may continue a formal education. The curriculum includes elementary offering as well as advanced high school work. English for the foreign born, citizenship preparatory classes, and regular elementary classroom work from grade one through grade eight constitute much of the program. Approximately ten per cent of the membership is enrolled in the elementary division of the schools. The remaining ninety per cent seeks specialized training for job advancement, cultural or formal educational training to meet particular needs including those who are working for a high school diploma, and hobby or recreational training.



### Never Too Old to Learn

Who attends Detroit's evening schools? A cross section of the membership represents a cross section of the citizenry. Children of high school age enrolled in regular day school are not permitted to attend except in rare cases where specific credit is needed to meet a specific need. The membership always includes many unusual individuals who are in attendance at tremendous sacrifice to themselves and often their families. An Asiatic woman who had been sold twice as a slave in her youth, a colored grandmother of more than eighty years who sought "to learn to read her Bible," an inventor with a dozen or more patents to his credit who realized the need for more mathematics, and a mother who merely wanted to "keep up with daughter in day school" - these are some of the people who sacrifice that they may "learn to live." The problems which confront society - substandard living conditions, political apathy, immigration of foreign born, racial discrimination, juvenile delinquency, industrial strikes, exploitations of minority groups - constitute a challenge. To each individual the problem is a vital one which requires sacrificial effort for its solution.

While it is the youth of today that will solve such problems of tomorrow, yet it is the adult of today that must deal with them while youth is maturing. For this reason and for others, the adult education program of the Detroit Public Schools develops increasing popularity, as its growth over the seventy-one years of its history testifies.

### All Interests Are Served

What type of courses are offered for men and women of experience? A sampling may read like this: swimming, riflery, chemistry, algebra, electrical construction, blueprint reading, pottery making, music of all forms, knitting and sewing, public speaking, bridge playing, millinery, child psychology, debating, and English. These are offered at the high school level and account for nine-tenths of the evening school patronage.

The Adult Education Department, in addition to operating the regular evening schools, supervises from sixty to seventy extension classes in the afternoons and evenings in schools both public and parochial, churches, and community houses, clubrooms, and similar places of meeting. Instruction in such subjects as homemaking, cooking, sewing, consumer economics (scientific buying), and child care constitute the major part of this work. During recent months the department has been faced with two new problems born of the war years. The organization of classes for refugees and displaced persons, and the devising of ways and means for reaching the mass of illiterate and near illiterate in-migrants from other states has constituted real challenges for the department. The war refugees largely consist of young people who are



literate and who are educationally hungry. The immigrants from the other states, while able to speak English, must first be sold on the need for literacy, and then guided through the slow and painstaking procedure of learning to read and write and speak properly. All of this calls for expert instruction. It is of interest to observe that teachers serving the Adult Education Division simply must be good. A teacher who doesn't impress the class favorably tonight finds she doesn't have a class tomorrow night. So the pick of the crop constitutes the staff of the evening school division.

In Detroit many adults are from time to time attracted to the field of avocational and cultural education. Hobbies and other leisure time activities are rather widely developed in this connection. Crafts, arts, music, and similar subjects are offered to stimulate creative work and appreciation among adults. Special instruction in such varied subjects as jewelry making, ceramics, and public speaking appeal to particular interests. Instruction for the improvement of skills continues to be a major appeal of the Department of Adult Education. The closing of war plants and the somewhat decreased demand for employment have made many men and women doubly conscious of the need for doing their job better than their competitors. As one result there has been continued interest in the so-called skill classes offered in the city's evening schools.

#### Varied Problems, Varied People

An increasing number of local residents are foreign born and not yet naturalized. Demands for instruction leading to naturalization in the courts increase and decrease largely in accordance with the backlog of applicants at the naturalization offices. During the year just ended ten classes in "naturalization preparatory" were conducted by the department for nearly 1,200 men and women.

#### Leadership Training

In 1944 the state legislature, meeting in extra session, appropriated a quarter of a million dollars for an experimental program in adult education. Annual renewals of the appropriations have followed. Detroit has enjoyed a share of the appropriation on a matching basis to further develop its adult education program. Practically every known agency interested in adult education has been contacted in an attempt to stimulate and coordinate programs of mutual interests, and thus serve more people in more ways. Forums and discussion groups seemed to be the answer and so a program was built around this objective. A large number of adults were found to have widely varied interests. There were occasions for round tables and panels, for book reviews, and for the conducting of luncheon clubs. Some groups wanted to develop a technique for discussion, others for symposiums. More than 800 such groups attracted in



excess of 86,000 men and women to their meetings during the year. A sample of the subjects discussed is illuminating: the Detroit Plan for Industrial Peace, Improving Your Neighborhood, Russia and the Atom Bomb, What About Argentina, Noted Negro Educators, and Sales Tax Amendment 2. An extensive labor program was conducted under the department's director and specially trained instructors.

The adult education program over the year proved to be especially effective in its offerings dealing with home and family living. This gave an opportunity to develop within adults a realization that each man and woman is individually and collectively responsible for developing better citizens and a more livable community. Leadership training classes were conducted during the year in order to promote effectively a program of home and family life. A total of more than 12,000 people attended meetings devoted to this field of interest during the year.

For many years the Department of Adult Education has been responsible for the operation of summer schools planned to accommodate children from the fifth through the twelfth grades. During the preceding summer, 25,000 boys and girls were registered. Approximately a third of those registered were interested in high school work, and a third in intermediate school work. Forty schools opened for this summer service offered work in the cultural, exploratory, and academic fields both with and without credit.

#### Buildings Belong to the Public

The policy of the Board of Education has for many years included a liberal use by the community of public school buildings in after-school hours. Administration of this service is delegated by the superintendent to the director of adult education. A staff of five clerical workers is now required to handle this increasingly popular service. It is operated on a cost basis, the scale of charges being computed on the type of services required. Auditoriums, for example, cost more than a single classroom. A classroom in turn costs less than the use of the swimming pool or gymnasium. During the year, approximately 10,000 permits were issued for community use of school buildings. The permits of some agencies, such as the Boy Scouts, have covered twenty or thirty buildings of an evening. A large number of churches have for many years held regular Sunday services in school buildings. Civic, charitable, and political organizations regularly make use of the city's school buildings for public purposes. Board regulations require that meetings be orderly and free from motives of private profit or overthrow of the government. Collections and admission charges are discouraged but are permitted in a limited way if proceeds are intended to pay the cost of services involved or to apply to charitable, religious, civic, or similar projects. The use of school buildings by the community embodies no cost to the taxpayer. Yet it represents a quarter of a million dollar job each year.



RATIO OF FULL-TIME STUDENTS IN THE DAY SESSIONS TO THE FULL-TIME TEACHING POSITIONS ALLOWED IN THE EXECUTIVE BUDGET 1948-49, INCLUDING MODIFICATIONS MADE BY BOARD OF ESTIMATE APRIL 27, 1948

	<u>CITY COLLEGE</u>	<u>HUNTER COLLEGE</u>	<u>BROOKLYN COLLEGE</u>	<u>QUEENS COLLEGE</u>	<u>TOTAL</u>
Total number of teaching positions	773	383	463	211	1,830
Deduct for					
Accruals $\frac{1}{2}$ by average salary to obtain actual positions available					
Accruals	150,000	255,000	100,000	45,000	
Average Salary	5,034.16	5,686.53	5,327.25	4,831.83	
Positions	30	45	19	9	
Actual positions available	743	338	444	202	1,727
Estimated enrollment figures in Mayor's Executive message	11,350	5,700	7,900	2,900	27,850
Students per teacher	15.28	16.86	17.79	14.35	16.13

COMPARISON WITH OTHER YARDSTICKS

Report of President's Commission on Higher Education.  
Of 289 strong institutions, the percentage having a lower ratio of teachers per student than City colleges

75%	83%	87%	69%
-----	-----	-----	-----

Number of teachers for one student

- (a) U. S. Office of Education Median Ratio which the U. S. Office of Education found to prevail in entire higher educational system during a period of years before the war. 10.
- (b) North Central Association Ratio established by North Central Association. 13
- (c) Junior Colleges, U. S. Average in Junior Colleges in U. S. 17
- (d) City College Minimum Ratio stated as desirable in report of Board of Higher Education 1947. 14

Additional number of teachers required to meet the above standards.

(a)	308	184	291	64	847
(b)	140	100	174	21	435
(c)	-0-	-0-	31	-0-	31
(d)	81	41	130	5	257

Distribution of Teaching Staff  
(Based on actual lines in Day Session budget)

Professorial rank	57.96%	59.27%	58.75%	58.29%
Sub-professorial rank	42.04%	40.73	41.25	41.71



NUMBER OF TEACHERS IN DAY SESSION EXECUTIVE BUDGET 1948-49,  
AS COMPARED WITH BUDGET FOR SPRING 1948

	1947-48 BUDGET	EXECUTIVE BUDGET 1948-49	CHANGE
Professors	121	139	+ 18
Associate Professors	221	267	+ 46
Assistant Professors	691	664	- 27
Instructors	695	613	- 82
Tutors	95	91	- 4
Fellows	56	56	-0-
Total	1,879	1,830	- 49
Professorial	54.98%	58.47%	+ 3.49%
Instructors, etc.	45.02%	41.53%	- 3.49%

NUMBER OF TEACHERS BY RANK IN DAY SESSION BUDGET 1947-48,  
COMPARED WITH EXECUTIVE BUDGET 1948-49

	1947-48	1948-49	NET CHANGE	PROMOTED FROM NEXT LOWER RANK	MOVED UP TO NEXT RANK	ELIMINATED FROM BUDGET
<u>CITY COLLEGE</u>						
Professors	54	64	+ 10	+ 10	-0-	-0-
Asso. Prof.	81	91	+ 10	+ 20	- 10	-0-
Asst. Prof.	301	293	- 8	+ 25	- 20	- 13
Instructors	268	228	- 40	-0-	- 25	- 15
Tutors	55	55	-0-	-0-	-0-	-0-
Fellows	42	42	-0-	-0-	-0-	-0-
Total	801	773	- 28	+ 55	- 55	- 28
<u>HUNTER COLLEGE</u>						
Professors	24	26	+ 2	+ 2	-0-	-0-
Assoc. Prof.	63	82	+ 19	+ 21	- 2	-0-
Asst. Prof.	122	119	- 3	+ 18	- 21	-0-
Instructors	151	137	- 14	+ 4	- 18	-0-
Tutors	20	16	- 4	-0-	- 4	-0-
Fellows	3	3	-0-	-0-	-0-	-0-
Total	383	383	-0-	+ 45	- 45	-0-



NUMBER OF TEACHERS BY RANK IN DAY SESSION BUDGET 1947-48,  
 COMPARED WITH EXECUTIVE BUDGET 1948-49 (CONTINUED)

	<u>1947-48</u>	<u>1948-49</u>	<u>NET</u> <u>CHANGE</u>	<u>PROMOTED</u> <u>FROM NEXT</u> <u>LOWER RANK</u>	<u>MOVED</u> <u>UP TO</u> <u>NEXT RANK</u>	<u>ELIMINATED</u> <u>FROM</u> <u>BUDGET</u>
<u>BROOKLYN COLLEGE</u>						
Professors	32	35	+ 3	+ 3	-0-	
Asso. Prof.	45	56	+ 11	+ 15	- 3	- 1
Asst. Prof.	188	181	- 7	+ 19	- 15	- 11
Instructors	204	176	- 28	-0-	- 19	- 9
Tutors	10	10	-0-	-0-	-0-	-0-
Fellows	5	5	-0-	-0-	-0-	-0-
Total	484	463	- 21	+ 37	- 37	- 21
<u>QUEENS COLLEGE</u>						
Professors	11	14	+ 3	+ 3	-0-	
Asso. Prof.	32	38	+ 6	+ 9	- 3	
Asst. Prof.	80	71	- 9	-0-	- 9	
Instructors	72	72	-0-	-0-	-0-	
Tutors	10	10	-0-	-0-	-0-	
Fellows	6	6	-0-	-0-	-0-	
Total	211	211	-0-	+ 12	- 12	



NUMBER OF TEACHERS BY RANK, TOTAL DOLLAR SALARIES;  
HIGH, MEDIAN, AVERAGE AND LOW SALARIES BY RANK  
1948-49 BUDGET

<u>CITY COLLEGE</u>	<u>HIGH</u>	<u>MEDIAN</u>	<u>AVERAGE</u>	<u>LOW</u>
Professors	\$9,900.00	\$8,900.00	\$ 8,582.81	\$7,900.00
Asso. Prof.	7,900.00	6,650.00	7,021.05	5,400.00
Asst. Prof.	7,000.00	5,588.00	5,199.96	4,176.00
Instructors	5,524.00	4,442.00	4,192.55	3,360.00
Tutors	3,300.00	3,100.00	3,269.09	2,900.00
Fellows	1,200.00	1,075.00	1,045.24	950.00
Overall	\$9,900.00	\$5,425.00	\$ 5,034.16	\$ 950.00

	<u>TOTAL SALARIES</u>	<u>NO. OF PERSONNEL</u>
Professors	\$ 549,300.00	64
Asso. Prof.	638,916.00	91
Asst. Prof.	1,523,590.00	293
Instructors	955,902.00	228
Tutors	179,800.00	55
Fellows	43,900.00	42
Total	\$3,891,408.00	773

HUNTER COLLEGE

	<u>HIGH</u>	<u>MEDIAN</u>	<u>AVERAGE</u>	<u>LOW</u>
Professors	\$9,650.00	\$8,300.00	\$8,855.77	\$6,950.00
Asso. Prof.	7,900.00	6,870.00	7,119.71	5,840.00
Asst. Prof.	6,768.00	5,334.00	5,554.92	3,900.00
Instructor	5,724.00	4,312.00	4,721.82	2,900.00
Tutors	3,300.00	2,900.00	3,225.00	2,500.00
Fellows	1,450.00	1,450.00	1,450.00	1,450.00
Overall	\$9,650.00	\$5,550.00	\$5,686.53	\$1,450.00

	<u>TOTAL SALARIES</u>	<u>NO. OF PERSONNEL</u>
Professors	\$ 230,250.00	26
Asso. Prof.	583,816.00	82
Asst. Prof.	661,036.00	119
Instructors	646,890.00	137
Tutors	51,600.00	16
Fellows	4,350.00	3
Total	\$2,177,942.00	383



NUMBER OF TEACHERS BY RANK, TOTAL DOLLAR SALARIES;  
HIGH, MEDIAN, AVERAGE AND LOW SALARIES BY RANK  
1948-49 BUDGET (CONTINUED)

	<u>HIGH</u>	<u>MEDIAN</u>	<u>AVERAGE</u>	<u>LOW</u>
<u>BROOKLYN COLLEGE</u>				
Professors	\$10,900.00	\$9,400.00	\$8,762.86	\$7,900.00
Asso. Prof.	7,900.00	6,712.00	6,883.18	5,524.00
Asst. Prof.	7,000.00	5,504.00	5,289.17	4,008.00
Instructors	5,400.00	4,250.00	4,420.57	3,100.00
Tutors	3,300.00	3,300.00	3,300.00	3,300.00
Fellows	1,200.00	1,200.00	1,200.00	1,200.00
Overall	\$10,900.00	\$6,050.00	\$5,327.25	\$1,200.00

	<u>TOTAL SALARIES</u>	<u>NO. OF PERSONNEL</u>
Professors	\$ 306,700.00	35
Asso. Prof.	385,458.00	56
Asst. Prof.	957,340.00	181
Instructors	778,021.00	176
Tutors	33,000.00	10
Fellows	6,000.00	5
Total	\$2,466,519.00	463

QUEENS COLLEGE

	<u>HIGH</u>	<u>MEDIAN</u>	<u>AVERAGE</u>	<u>LOW</u>
Professors	\$9,650.00	\$9,025.00	\$8,266.07	\$8,400.00
Asso. Prof.	7,900.00	6,650.00	6,133.37	5,400.00
Asst. Prof.	6,920.00	5,464.00	4,799.46	4,008.00
Instructors	5,304.00	4,176.00	4,035.58	3,048.00
Tutors	3,300.00	2,775.00	3,220.00	2,250.00
Fellows	1,200.00	1,200.00	1,200.00	1,200.00
Overall	\$9,650.00	\$5,425.00	\$4,831.83	\$1,200.00

	<u>TOTAL SALARIES</u>	<u>NO. OF PERSONNEL</u>
Professors	\$ 115,725.00	14
Asso. Prof.	233,068.00	38
Asst. Prof.	340,762.00	71
Instructors	290,562.00	72
Tutors	32,200.00	10
Fellows	7,200.00	6
Total	\$1,019,517.00	211

5-4-48



2

LIST OF COURSES TAUGHT AT  
DOSHISHA UNIVERSITY  
for the Academic Year 1948-9



General courses for Freshman and Sophomore :

	Hour	Unit
Religion	3	6
English	6	12
History		
Japanese History	3	6
Western History	3	6
Chinese History	3	6
Philosophy		
Part I	3	6
Part II	3	6
Ethics	3	6
Psychology	3	6
Education	3	6
Japanese Literature	3	6
French	3	6
German	3	6
Politics	3	6
Sociology	3	6
Law	3	6
Economics	3	6
Mathematics	3	6
Chemistry	3	6
Physics	3	6
Biology	3	6
Physical Education	3	2
	<hr/> 69	<hr/> 134



Theological Seminary :  
Required Courses

( Junior )	Hour	Unit
Introduction to Old Testament	3	6
Introduction to New Testament	3	6
Theology	3	6
History of Comparative Religions	3	6
History of Philosophy	2	4
Psychology of Religion	2	4
Classics	2	4
German		
New Testament (Greek)	2	4
	<u>20</u>	<u>40</u>

( Senior )	Hour	Unit
Ancient History	3	6
Church History	3	6
History of Doctrine	3	6
Systematic Theology	3	6
Contemporary Japanese Religions	2	4
Religious Education	2	4
Old Testament Exegesis		
New Testament Exegesis	2	4
Advanced Greek ( New Testament )	2	4
	<u>20</u>	<u>40</u>

## Elective Courses :

Philosophy of Religion  
 History of Morality in the West  
 Sociology  
 English Literature  
 Hebrew  
 Modern Philosophy  
 History of Social Thought  
 Christian Literature  
 Education



Law Department	Hour	Unit
Required Courses :		
(Junior)		
Constitutional Law	2	4
Criminal Law	2	4
Civil Law (Part I)	4	8
Commercial Law	3	6
Foreign Law	2	4
	<u>13</u>	<u>26</u>
(Senior)		
Administrative Law	2	4
International Law	2	4
Civil Law (Part II)	2	4
Code of Criminal Procedure	2	4
Foreign Law	2	4
Seminar	2	4
Commercial Law	2	4
	<u>14</u>	<u>28</u>

Elective Courses : ( Students are required to take more than eight courses from following:)

International Law  
 History of Law  
 Labor Legislation  
 Bankrupt Law  
 Economic Law  
 Finance  
 Economic Policy  
 Business Economics  
 Theory of Circulation of Money  
 Principles of Economics  
 Introduction to Politics  
 History of Japanese Law  
 History of Chinese Law



Department of Politics

Required Courses:

(Junior)

	Hour	Unit
Introduction to Politics	2	4
History of Politics	2	4
History of Diplomacy	2	4
Constitutional Law	2	4
Principals of Economics	2	4
Foreign Language	2	4
	<u>12</u>	<u>24</u>

(Senior)

History of Politics Part II	2	4
Administrative Law	2	4
International Law	2	4
Finance	2	4
Foreign Language	2	4
Seminar	2	4
	<u>12</u>	<u>24</u>

Elective Courses:

- Local Administration
- Comparative Administration
- Philosophy of Politics
- Administrative Law
- Civil Law
- Criminal Law
- Social Policy (Government Policy toward labor)
- Economic Policy
- History of Economics
- Commercial Law
- Labor Legislation
- Theory of Circulation of Money



## Economic Department

## Required Courses:

(Junior)

	Hour	Unit
Principles of Economics Part I	2	4
History of Economics	2	4
Statistics	2	4
Business Economics	2	4
Constitutional Law	2	4
Civil Law	2	4
Foreign Language	2	4
	<u>14</u>	<u>28</u>

(Senior)

Principles of Economics Part II	2	4
Economic Policy	2	4
Finance	2	4
Introduction to Social Sciences	2	4
Foreign Language	2	4
Seminar	2	4
	<u>12</u>	<u>24</u>

Elective Courses: Students are required to take more than 8 courses:-

History of Economics  
 Theory of Circulation of Money  
 International Economics  
 Industrial Economics  
 Agricultural Economics  
 Commercial Economics  
 Theory of Insurance  
 Government Policy Toward Labor  
 History of Social Thought  
 History of Western Economics  
 History of Japanese Economics  
 Theory of Accounting  
 Commercial Law  
 Philosophy of Economics



## Sociology Department

Required Courses:	Hour	Unit
Introduction to Sociology	2	4
Introduction to Social Sciences	2	4
Social Philosophy	2	4
Statistics	2	4
History of Social Thought	2	44
Principales of Social Welfare	2	4
Social Survey	2	4
Social Problems	2	4
Theory of Journalism	2	4
Foreign Language	2	4
Seminar	2	4
	<u>24</u>	<u>48</u>

## Sociology Major

History of Sociology	2	4
Cultural Sociology	2	4
Educational Sociology	2	4
Social Psychology	2	4
History of Sociology	2	4
	<u>10</u>	<u>20</u>

## Social Welfare Major

Social Policy (Government Policy Toward Labor)	2	4
Social Welfare Work	2	4
Field Work in Social Work	2	4
Theory of Cooperative Movement	2	4
Social Hygiene	2	4
	<u>10</u>	<u>20</u>

## Major in Theory in Journalism

Special Courses in Theory in Journalism	2	4
Newspaper Administration	4	8
Development of Newspaper	2	4
Broadcasting	2	4
	<u>10</u>	<u>20</u>

Elective Courses: ( Students are required to take more than 4 courses from following)

Special Course in Sociology  
 Special Course in Social Welfare  
 Urban Sociology  
 Rural Sociology  
 Theory of State  
 Social Ethics  
 History of Economics  
 Economics  
 Economic Policy  
 Business Economics  
 Agricultural Economics  
 Social Legislation  
 Labor Welfare  
 History of Christian Thought  
 Cultural History  
 Philosophy of History  
 Cultural Psychology



Constitutional Law  
Civil Law  
Administrative Law



## English Literature Department

Required Courses:	Hour	Unit
Introduction to English Literature	2	4
History of English Literature	4	8
History of American Literature	2	4
Introduction to Philosophy	2	4
English	2	4
History of English Language	2	4
Public Speaking	2	4
Composition	4	8
Seminar	6	12
Thesis		1
	<hr/> 26	<hr/> 53

Elective Courses: (Students are required to take more than 8 courses from following courses)

The Novel  
 Poetry  
 The Drama  
 Theory of Criticism  
 The Essay  
 Study of Individual Author  
 Introduction to Literature  
 History of European Literature  
 History of Western Culture  
 " " Japanese Culture  
 History of Western Aesthetics  
 History of English and America  
 Introduction to Education  
 History of Social Thought  
 Social Problems  
 French or German



Major in History of Culture	Hour	Unit
Method of Study in Cultural History	2	4
Oriental Cultural History	2	4
History of Japanese Arts	2	4
History of Japanese Thought	2	4
History of Japanese Society	2	4
Special course in History of Japanese Culture	2	4
Occidental Arts History	2	4
History of Western Thought	2	4
History of Western Society	2	4
Special Course in Western Cultural History	4	8
History of Culture	2	4

Elective Courses:

- Philosophy of History
- Philosophy of Religion
- Social Psychology
- History of Japanese Arts
- History of Japanese Literature
- Cultural Sociology
- Cultural Psychology
- Educational Sociology



DOSHISHA UNIVERSITY



Department of Commerce

Title of Technical Course (Senior Course)

I. Title of Compulsory Technical Course

3rd. Year			4th. Year		
Title	Hours a week	Units	Title	Hours a week	Units
Commercial History	2	4	Distribution	2	4
Foreign Trade	2	4	Accountancy	2	4
Business English	2	4	Statistics	2	4
Elementary Business Administration	2	4	Commercial Law (Part I)	2	4
Book-Keeping	2	4	Reading on Foreign Book Seminar	2	4
Elementary Economics	2	4			
Constitution Law	2	4			
Civil Law	2	4			
<b>Total</b>	<b>16</b>	<b>32</b>	<b>Total</b>	<b>12</b>	<b>24</b>

II. Title of Elective Technical Course

Elective Courses to be taken :

(1) Each student is required to select four courses from Group I, more than three courses from Group II, and more than two courses from Group III, making a total of more than nine courses

(2) Each course is to be four units, that is two hours a week through a year.

Group I

Commercial Geography	Banking & Trust Business	Insurance
Transportation	Study on Commodities	Commercial Arithmetic
International Economics	Foreign Exchange	Economic situation in foreign countries
Foreign Trade Practice		

Group II

Personnel Management	Industrial Management	Finance Management
Business Administration	Farm Administration	Auditing
Cost Accounting		



Group III

Economic History

Finance

Economic Policy

Monetary

Commercial Law (Part II)

Any courses offered by other departments may be taken if desired.

Each student is required to take over 92 units, compulsory and elective courses altogether.



## Department of Commerce

## Title of General Culture (Junior Course)

Series	Title	1st. Year		2nd. Year		
		Hours a week	Units	Title	Hours a week	Units
A	Religion	2	4	History (World)	2	4
	History (Japan)	2	4	History (Orient)	2	4
	Philosophy	2	4	Education	2	4
	Psychology	2	4	Ethics	2	4
	Literature (Japan)	2	4	Literature (English)	2	4
	English	2	4	English	2	4
	2nd. Foreign Language	2	4	2nd. Foreign Language	2	4
B	General Law	2	4	Sociology	2	4
	Economics	2	4	Statistics	2	4
	Commerce	2	4			
C	Mathematics	2	4	Physics	2	4
	Chemistry	2	4	Biology	2	4
D	Physical Education	2	4	Physical Education	2	4
	Total	24	48	Total	22	44

## Requirements :

- (1) Religion, English and Physical Education are compulsory.
- (2) In addition to the compulsory courses, each student is required to take more than two courses out of each of series A, B, C, making a total of ten courses. (over 40 Units)
- (3) Any courses offered by other departments may be taken if desired.



DOSHISHA UNIVERSITY  
KYOTO, JAPAN.*Faculty of Technology.*

Subjects of Liberal Arts to be pursued commonly by all the students

Subject	Required or Elective	Year			
		I, (unit)	2,	3,	4,
Outline of Christianity	R	4			
Philosophy	E		4		
Psychology	R	4			
Pedagogy	E				4
English I	R	8			
English II	E		4		
German	E		4		
Law	E		4		
Economics	R		4		
Sociology	R				4
Statistics	R			4	
Mathematics	R	8			
Physics I	R	4			
Chemistry	R	4			
Biology	E	4			
Geology	E	2			
Mineralogy	E	2			
Physical Training	R	2	2		
Principle					
Training					



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

*Faculty of Technology.*

ELECTRIC ENGINEERING

Subject	Required or Elective	Year			
		I	III	III	IV
Industrial mathematics	R		4		
Physics II	R		4		
Theory of electricity and magnetism including measurement and electric circuit, I, II, III.	R	88	66	66	
Mechanical engineering	R		4		
Electric applications	R				44
Electric communication I.	R		8		
Design and drawing	R		2	2	
Laboratory work	R			6	6

The following three subjects are the major subjects for students who want to become an electric power engineer.

Electric mechanics and apparatus including measurement I, II.	R		4	8	
Electric power engineering I, II, III.	R			4	8
Prime movers	R				6

The following two subjects are the major ones for students who want to become an electric communication engineer.

Electric communication II, III.	R			6	6
Electronics I	R		4	6	
Applied mechanics	E			4	
Shop management and administration	E			4	
Building construction	E			4	
Electric materials	E			4	
Electronics II.	E			4	
High frequency techniques	E			4	
Electric railroad	E			4	
Illuminating engineering	E			4	
Thesis	E			4	



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

Mechanical Engineering

Subject	Required or Elective	Year			
		I,	2,	3,	4,
Industrial mathematics	R		4		
Physics II	R		4		
Applied mechanics I, II, III,	R	4	4	6	
Machine design and manufacturing I, II, III, IV	R	4	4	8	
Electric engineering	R		4		
Industrial materials	R			4	
Heat prime movers including thermo dynamics, I, II, III,	R			4	8
Hydraulic machines including hydraulics	R		4	4	
Shop management and administration	R			4	
Design and drawing	R		2	4	4
Laboratory work	R		4	4	4
Building construction	E			4	
Rolling stock	E			4	
Crane and conveyor	E			4	
Weaving and spinning machines	E			4	
Thesis					



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

Chemical Engineering

Subject	Required or Elective	Year			
		I,	2,	3,	4,
Physics II	R		4		
Inorganic chemistry	R	4			
Inorganic chemical industry	R			4	6
Organic chemistry	R	4	4		
Organic chemical industry	R			4	8
Physical chemistry	R		4	4	
Analytical chemistry	R	2	4		
Electro chemistry	R			4	
Mechanical engineering	R		4		
Electrical engineering	R		4		
Chemical engineering	R			4	4
Design and drawing	R		2	2	
Laboratory work	R	2	2	7	7
Industrial mathematics	E			4	
Shop management and administration	E			4	
Building construction	E			4	
Manure	E			4	
Silicate industry	E			4	
Oil and fat	E			4	
Fermentation	E			4	
Fibre	E			4	
Thesis					



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

The Faculty of Doshisha University  
President, Yuasa Hachiro,  
Rigakuhakushi, Ph.D.M.S.

Faculty of Theology.

Position	Name	Degree, Title	Teaching Subject
Professor	Oshimo Kakuichi	Ph.D	Practical theology
"	Otsuka Setsuji	M.A. B.D.	Introduction to Theology. Systematic Theology. Christian ethics.
"	Tominomori Kyoji	M.A. B.D.	Introduction to the New Testament. The Theology of the New Testament.
"	Ueki Chuichi	S.T.M.	Church History. History of Doctrine.
"	Yamazaki Toru	Bungakushi M.A. S.T.M.	Introduction to the Old Testament. The Theology of the Old Testament.
"	Motomiya Yahei	M.A. S.T.B.	Introduction to Paedagogy. History of Education. Psychology of Religion.
"	J.G. Young	M.A.	Christian Social Works. Religious education.
"	W.Q. McKnight	M.A. B.A.	Rural evangelism. Rural sociology.
Assistant Professor	Oda Minoru	Bungakushi M.A.	Greek.
"	Fujishiro Taizo	Bungakushi	English.
"	Endo Akira	"	German.
Lecture	Tanaka Hidenaka	Bungaku- Hakushi	Greek. Latin.
"	Ariga Tetsutaro	"	Church History. History of Doctrine.
"	Katagiri Tetsu	S.T.M. B.D.	Hebrew.
"	Shigeru Yoshitaro	B.D.	
"	Takahashi Masashi	Bungakushi M.A.	Special course on the Old Testament. The Theology of the New Testament.
"	Endo Sakue	B.D.	Practical Theology.
"	Yajuda Chukichi	B.D.	"
"	Serino Yotaro	B.D.	"
"	E. Hessel	M.Th.	Special course on Theology.
"	Morimoto Yoshio	M.A. B.D.	History of Society.
"	Nogao Masato	Bungakushi	Buddhism.
"	Shinoda Kazuto	"	Science of Religion.



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

Faculty of Literature

Position	Name	Degree, Title	Teaching Subject
Professor	Sono Raizo	Bungakushi	Outline of aesthetics. History of Japanese culture. Outline of the science of art literature.
"	Hamada Yosuke		Outline of philosophy. Cultural philosophy. Religious philosophy. Outline of historiology.
"	Takenaka katsuo	M.A. B.D.	Social welfare. Social problems.
"	Ueno Naozo	Bungakushi	History of American literature. English grammar. History of the English language.
"	Yano Kazumi	Bungaku- hakushi	Introduction to English literature. Introduction to criticism. Studies of the writers.
"	Shimada Keiichiro	Bungakushi	History of social thoughts. Science of co-operative society.
"	Iwakura Tomomi	"	Linguistics. Phonetics. German.
"	Ito Kikuzi	"	Outline of sociology. Social education. History of sociology. German.
"	Hiraishi Yoshimori	"	History of occidental philosophy. Ethics. History of occidental ethical thoughts.
"	Ishida Ichiro	"	History of Japanese culture. Introduction to the cultural history.
"	R.H. Grant	M.A.	History of English and American literature. Introduction to poetry. English composition.
"	Kato Ryutaro	Bungakushi M.A.	Introduction to English literature. Studies of the writers. English composition.
"	Eto Noriyoshi	Bungakushi	Social investigation. Urban sociology. Rural sociology.
"	Sugahara Ken		History of occidental culture.
"	Endo Okichi		Special course on psychology.
Lecture	Yamamoto Shuzi	Bungakushi	Introduction to dramas.
"	Abe Tomoji	"	Introduction to novels.
"	Sato Koji	"	Outline of psychology.
"	Sato Hiroji	"	History of oriental thoughts.



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

Position	Name	Degree, Title	Teaching Subject
Lecture	Mochizuki Mitsuko	Bungakushi	History of the English language. English composition.
"	Doi Tsugiyoshi	"	History of Japanese arts.
"	Shiga Hideo	"	History of education.
"	Shigematsu Toshiaki	"	History of society.
"	Shinozaki Masaru	"	History of Japanese thoughts.
"	Miyamoto Masakiyo	"	French.
"	Ikeda Yoshiaki	"	Rural sociology.
"	Wakita Etsuzo	"	Practice in Social work.
"	Noda Matao	"	History of occidental phylosophy.
"	Tsunoda Fumie	"	Archaeology.
"	Enomoto Kishio	"	Social hygiene.
"	Shimizu Mitsushige	"	Outline of cinema.
"	Yabe Toshishige	"	Journalism.



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

Faculty of Law

Position	Name	Degree, Title	Teaching Subject
Professor	Takahashi Teizo	Hogakushi	Administrative law Social law.
"	Tabata Shinobu	"	Constitution. Political science.
"	Takada Takeshiro	Bungakushi	History of political science. German. French.
"	Ban Yoshiniko	Hogakushi	Civil code.
"	Imai Senichi	Bungakushi	Political philosophy. German. French.
"	Okamoto Seichi	Hogakushi	Political history. English.
"	Uchida Tomoo	Bungakushi	History of oriental laws. French.
Assistant Professor	Kumagai Kaisaku	Hogakushi	History of legal system. English.
"	Tsuneto Takezi	"	Labour law. French.
"	Fuzimura Kinya	"	English.
"	Kanayama Masanobu	"	Civil code. English.
Lecture	Sasaki Soichi	Hogaku- hakushi	Special course on constitution. Special course on administrative- law.
"	Suekawa Hiroshi	"	Civil code.
"	Takigawa Yukitoshi	Hogakushi	Special course on criminal law.
"	Tsuneto Kyo	Hogaku- hakushi	Philosophy of law. Economic philosophy. Social philosophy.
"	Takeda Syo	"	Commercial law.
"	Kimura Kensuke	Hogakushi	Civil code.
"	Nose Katsuo	"	"
"	Tatekawa Fumihiko	"	International Political history.
"	Nagahama Masatoshi	"	Administrative law.
"	Obuchi Niemon	"	International public law.
"	Mori Yoshinobu	"	History of political science. Diplomatic history.
"	Nakazi Takezi	"	Code of the civil procedure.
"	Saito Takeo	Hogaku- hakushi	International private law.



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

Position	Name	Degree, Title	Teaching Subject
Lecture	Tanabe Tetsugai	Hogakushi	Civil code.
"	Osumi Kenichiro	"	Commercial law.
"	Oishi Yoshio	Hogaku- hakushi	State science.
"	Omori Tadao	Hogakushi	Commercial law.
"	Taoka Ryoichi	Hogaku- hakushi	International public law.
"	Tanaka Kanetomo	"	History of comparative laws.
"	Hiraba Yasuzi	Hogakushi	Code of the criminal procedure.
"	Okada Yoshio	"	English.



DOSHISHA UNIVERSITY  
KYOTO, JAPAN  
Faculty of Economics.

Position	Name	Degree, Title	Teaching Subject
Professor	Matsuyoshi Sadao	Hogakushi	Economic history. Japanese economic history.
"	Kurokawa Yoshizo		Economic policy. Theory of circulation of money.
"	Matsui Hichiro	Ph.D. M.A.	Social politics.
"	Okamura Masato	Hogakushi	Commercial economics. Business economics.
"	Muneto Keizo	Keizaigaku- hakushi	Statistics. Agricultural economics.
"	Nakanishi Zinzo	Keizaigaku- shi	Science of finance. Theory of money.
"	Nakasima Tetsuto	Hogakushi	Principles of economics. Reading in foreign book.
"	Matsuyama Akira	"	Theory of insurance. Traffic economics.
"	Kuromatsu Iwao	Keizaigaku- shi	Industrial economics.
Assistant Professor	Aimi Shiro	"	History of economics. Reading in foreign book.
"	Iwane Tatsuo	"	Economic dynamics. English.
Lecture	Nawa Toichi	"	International economics.
"	Kimura Kiichiro	"	Theory of accounting.



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

*Junior Course.*

Professor	Kodama Sanechika	Bungakushi	English
"	Otis Cary	B.A.	English
"	Satoi Rokuro	Bungakushi	Japanese
"	Tamiaki Jutaro	"	Religion & Chinese History
"	Wada Yoichi	"	German
"	Togawa Haruyuki	"	English
"	Sadakata Toshiro	"	English
"	Nakagiri Taiyu	"	Philosophy
"	Imanishi Masao	Hōgakushi	Economics
"	Shinoda Kazuto	Bungakushi	Philosophy
"	Fujibayashi Kocho	"	Chinese
"	Tsujimoto Kinji	"	German
Assistant Prof.	Yamada Tadao	Rigakushi	Biology
"	Imazu Akira	Bungakushi	History
"	Kubo Iheji	"	French
"	Komori Keisuke	"	Japanese
"	Nakamura Kenzo	"	English
"	Osaka Ryoji	"	Psychology
"	Maeda Ichiro	"	History
"	Okada Koichi	"	English



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

PROFESSORS

Tetsutaro Yoshikawa, Hogakushi, B.D., M.A. Edu.	Education
Hachiro Kinoshita, Bungakushi	English
Kunizo Akiyama, Bungakushi	Japanese History

Assistant Professors

Toichiro Ota, Bungakushi	English
Toshiro Kiguchi, Bungakushi	English
Jiro Takimoto, Bungakushi	English
Toshio Kimura, Bungakushi	English
Shizuko Dodo, B.A.	English
Haruomi Shimosaka	Chinese
Shikanosuke, Hatano	Japanese Literature
Hiroshi Namba, Bungakushi	Japanese Literature
Takeo Suekane	Russian

Instructors

Korechika Totoki	Russian
Takasuke Moriyama	French

Lecturer

Atsushi Aoi, Hogakushi	Sociology
------------------------	-----------



## Department of Commerce

## Senior Course

Occupation	Name	Title	Subject
Prof.	Hara, Takeo	M.A.	Foreign Exchange Foreign Trade Practice
"	Kimura, Kiichiro	Keizaigakushi	Accountancy Business Administration
"	Kurokawa, Yoshizo		Banking & Trust Business Economic situation in foreign countries
"	Nagao, Yoshizo	Shogakushi	Elementary Economics Finance
"	Okamoto, Harumi	M.A. B.A.	Business English
"	Okamura, Masato	Hogakushi	Distribution Elementary Business Administration
"	Okinaka, Chuichi	RigakuHakushi Rigakushi	Study on Commodities
"	Shiramoto, Hideo	Hogakushi	Commercial Law
"	Shinomiya, Kyoji	Keizaigakushi	Economic Policy Farm Administration
"	Tokunaga, Kiyoyuki	KeizaigakuHakushi Keizaigakushi	Foreign Trade International Economics
"	Yoshioka, Yoshimutsu		English
"	Yoshikawa, Kanji	Keizaigakushi Hogakushi	Transportation
Asst. Prof.	Hirayama, Shizuka	Shogakushi	Elementary Economics
"	Imai, Nobuji	Shogakushi	Book-Keeping Finance Management
"	Neya, Shigeo	Shogakushi	Auditing Cost Accounting
"	Wada, Atsunori	Keizaigakushi	Commercial History Commercial Geography
"	Imai, Shunichi	Shogakushi	Industrial Management Personnel Management



P.2

Occupation	Name	Title	Subject
Lecturer	Ueno, Michisuke	HogakuHakushi Hogakushi	Extension course of accountancy
"	Hirai, Yasutaro	Shogakushi	Extension course of Business Administration
"	Kimura, Wasaburo	<del>Shogakushi</del> Keizaigakushi	Analysis of Business management
"	Iemoto, Hidetaro	Shogakushi	Commercial Arithmetic



## Junior Course

Occupation	Name	Title	Subject
Prof.	Hara, Takeo	M.A.	Commerce
"	Katayama, Haruichi	Doshisha Bungakushi	English
"	Maki, Haruo		Chinese
"	Nagao, Yoshizo	Shogakushi	Statistics
"	Okinaka, Chuichi	RigakuHakushi Rigakushi	Chemistry
"	Shimamoto, Hideo	Hogakushi	General Law
"	Shiga, Hideo	Bungakushi	Philosophy Education
"	Shinoda, Kazuhito	Bungakushi	Ethics Religion
"	Wada, Toshimasa	B.A.	Literature (English) English
"	Yoshida, Hiromi	Bungakushi	English
"	Yoshioka, Yoshimutsu		English
Assist. Prof.	Hirayama, Shizuka	Shogakushi	Economics
"	Yasunaga, Taketo	Bungakushi	Literature (Japanese)



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

*Faculty of Technology.*

Position	Full or part time	Subjects to be conducted	Title and degree	Name in full
Professor	Full time	Electric power engineering Prime movers for power plant	Kogakushi	Koyama, Kumajiro
"	"	Electric machines apparatuses; Electric applications	"	Sadachi, Takeo
"	"	Theory of electricity and magnetism including measurement and circuit	Kogakuhakushi Kogakushi	Saito, Isao
"	"	Applied mechanics, Industrial mathematics, crane and conveyer	" "	Kakuzen, Mutso
"	"	Heat prime movers, mechanical engineering, rolling stock	Kogakushi	Hoshina, Shin
"	"	Physical chemistry, Electro-chemistry	Rigaku- hakushi Rigakushi	Horiba, Shinkichi
"	"	Organic chemistry, Organic Chemical industry	Kogakuhakushi Kogakushi	Yanagawa, Tetsunosuke
"	"	Outline of chemistry, Inorganic chemistry, Inorganic chemical industry	Kogakushi	Naito, Shozo
"	"	Analytical chemistry, Laboratory instruction	Yakugakushi	Tachiiri, Yasutaro
Associate professor	"	Electric communication, Laboratory instruction	Kogakushi	Takiyama, Kei
"	"	Theory of electricity and magnetism including measurement and circuit	"	Minamino, Yukio
"	"	Machine design and manufacturing, Design and drawing	"	Amishima, Sadao
"	"	Inorganic chemistry, Laboratory instruction	"	Satomi, Tsunezo
"	"	Physics I	Rigakushi	Inoue, Nobuo



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

Position	Full or part time	Subjects to be conducted	Title and degree	Name in full
lecturer	Part time	Machine design and manufacturing	Kogakushi	Yamada, Katsumaro
"	"	Electric applications, Illuminating engineering	"	Matsuda, Chogaburo
"	"	Electric communication	"	Takahashi, Akira
"	"	Electric communication	"	Otani, Yasuyuki
"	"	Weaving and spinning machines	Kogakuhakushi Kogakushi	Fujino Kiyondo
"	"	Industrial materials	Kogakuhakushi Kogakushi	Morita, Shiro
"	"	Hydraunic machines		Ikuno, Shigeto
"	"	Organic chemistry, dyes	Kogakuhakushi Kogakushi	Shishido Keiichi
"	"	Organic chemistry	Rigakuhakushi Rigakushi	Tanaka, Shozo
"	"	Chemical engineering	Kogakushi	Oishi, Jun
"	"	Building construction	Kogakushi	Shiraishi, Hirozo
"	"	Shop management and administration	Hogakushi	Kuroda, Kizaburo
"	"	Electric railroad	Kogakushi	Noguchi, Hajime



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

*Junior Course*

Position	Full or part time	Subjects to be conducted	Title and degree	Name in full
Professor	Full time	English	Bungakushi	Sekurai, Chuichi
"	"	Mathematics	Rigakushi	Matsumura, Soji
"	"	Philosophy	Bungakushi	Nakagawa, Taiji
"	"	German	"	Tsujimoto, Kinji
Associate professor	"	English	"	Hasegawa, Tsunejiro
"	"	Physics, II	Rigakushi	Otsuka, Hajime
"	"	Mathematics	"	Nagata, Ichiro
"	"	Mathematics	"	Matsumoto, Makoto
"	"	Psychology	Bungakushi	Osaka, Ryoichi
"	"	Biology	Rigakushi	Yamada, Tadao
Lecturer	Part time	Statistics	Keizaigaku-hakushi Hogakushi	Muneto, Tadao
Professor	"	Sociology	M.A., B.D.	Takenaka, Katsuo
"	"	Law	Hogakushi	Ban, Yoshio
"	"	Pedagogy	M.A., B.D.	Motomiya, Yahei
"	"	Economics	Keizaigaku-hakushi	Nakanishi, Jinzo
Lecturer	"	Outline of christianity	B.D.	Shigeru, Gitaro
		Geology Mineralogy Physical training		} undecided



DOSHISHA UNIVERSITY  
KYOTO, JAPAN

## Full number of students.

Faculty of Theology	240
Faculty of Literature	360
Faculty of Law	720
Faculty of Economics	720
Faculty of Commerce	720
Faculty of Technology	520
<hr/>	
Total	3,780