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and speeches of politicians and in the claims of advertisers. It is therefore essential for students to be conversant with at least basic statistics.

CHAPTER 16

*Some Publications on Teaching Statistics in Japan*

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It has not been possible to obtain a specially commissioned review on the teaching of statistics in Japanese schools. However, Dr. H. Midzuno of the Statistics Bureau of the Prime Minister's Office in Tokyo has kindly communicated information on some publications describing the situation in Japan. An important feature of these is that they have been translated into English. They are described briefly below and anyone wanting further details should communicate with the Editor of this Report.

1. UKITA Yoshimasa (1981) 'The existing state of teaching statistics in school education in Japan'. *Submitted to Journal of Japan Statistical Society*

In the *Summary* we read:

'Up to this date, we have no independent curriculum of teaching statistics in school education in Japan: In elementary, middle and high schools it has been taught in diverse courses of mathematics, civics and natural sciences, and in colleges and universities various departments such as mathematics, information sciences, industrial administration, management, or economics, have had their own curriculum for teaching statistics. In this article, the author presents a brief report on the situation of teaching statistics in school education in our country.'

2. ITO Koichi (1980) 'The Teaching of Statistics in Japanese Universities and Colleges' (Abstract) 48<sup>th</sup> Session, Japan Statistical Society.

This briefly describes contributions by three speakers: Ukita, Y., on a theme similar to that described in 1. above; Kudo, A., on differences in the teaching of mathematical statistics in mathematics departments and in other departments of natural science and technology; Okamoto, T., on a survey of 14 Japanese universities which have doctoral programmes in mathematical statistics (the interest is in training research workers and teachers of statistics). N.B. 'no Japanese universities and colleges have an independent department or unit of statistics, which is a formidable obstacle to improvement of statistics teaching in Japan.'

3. INTERNATIONAL ROUNDTABLE CONGRESS – 50<sup>th</sup> Anniversary of the Japan Statistical Society (1981)

This is an interesting series of brief notes and abstracts by the organiser

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(Ogawa, J.) and participants of a session entitled:

'Problems of the System of Education and Research of Statistics'.

Professor Ogawa remarks: 'I once appealed the urgent need of establishing a systematic education of statistics or a systematic arrangement of producing professional statisticians, in other words, starting departments of statistics in Japanese universities in the article 'Problems of statistical education in Japan' *Tokei* Vol. 29 No. 9 1961 published exactly 20 years ago. It is a pity that I have to say that the present (1981) situation of statistical education in Japan is essentially not much different from that in 1961.'

He goes on: 'I firmly believe that the establishment of at least a couple of Departments of Statistics in Japanese universities is absolutely and urgently needed now.'

Other participants deal further with the university situation, and its implications for statistical education in general (Hudimoto, H.; Okamoto, M., with details of the survey referred to in 2. above; Ito, P.K.)

4. ITO, P.K. (1981) 'Invited Paper Sessions on the Teaching of Statistics in Japanese Universities and Colleges'.

In this unpublished memorandum relating to the 48<sup>th</sup> Session of the Japan Statistical Society (2. above), the author reviews efforts that have been made at symposia over the years to develop an interest, and stimulate activity, in statistical education in Japan. He welcomes the forthcoming First International Conference on Teaching Statistics in Sheffield (August 1982) as an added stimulus to action.