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# Tokugawa Confucian Education Tokugawa Confucian Education

**Ronald Philip Dore**



## **Tokugawa Confucian Education Tokugawa Confucian Education:**

**Tokugawa Confucian Education** Marleen Kassel, 1996-02-15 This book presents the world of Hirose Tans a late Tokugawa period 1603 1868 educator whose goal was to train men of talent in practical learning for the benefit of the country Tans founded a private academy called Kangien in Hita City of present day Oita prefecture Some 3 000 young men from 64 of the then total 68 provinces of Japan were educated at Kangien during Tans s 50 year career as educator and administrator Firm in his conviction that the problems he and others faced in contemporary society would be solved by setting right the moral priorities of the people Tans established an educational program at Kangien based on the Neo Confucian philosophical construct of reverence for Heaven Tans s educational program taught students reverence for Heaven by engaging in moral self cultivation in the practice of actions of day to day behavior Students were required to adhere to stringent school regulations governing every aspect of daily life at the school and to engage in a systematic study of a Confucian educational curriculum with concomitant rigorous testing exercises Tans believed that an educational program supported by the twin pillars of regulations and curriculum would by its very nature accomplish social reform The microcosm of society Tans created at Kangien provides a window through which the reader can glimpse the confluence of three important components of late Tokugawa society institutional development philosophical trends and social structure The values that Tans stressed study hard work frugality and promotion based on merit were in many ways responsible for the relative ease with which Japan emerged from hundreds of years of self imposed isolation and became a powerful modern nation *Education in Tokugawa Japan* Ronald Dore, 2010-11 Japanese cultural life had reached a low ebb at the beginning of the Tokugawa period The Japanese society which emerged when Tokugawa Ieyasu had completed the process of pacifying warring baronies was neither literary nor hardly literate The rulers were warriors and the people they ruled were largely illiterate The Japan of 1868 was a very different society practically every samurai was literate and it was a world in which books abounded The transformation which had occurred in these two and a half centuries was an essential precondition for the success of the policy which the leaders of the Meiji Restoration were to adopt An in depth survey of the development and education during the period this book remains one of the key analyses of the effects of Tokugawa educators and education on modern day Japan **The Oxford Handbook of the History of Education** John L. Rury, Eileen Tamura, 2019 This handbook offers a global perspective on the historical development of educational institutions systems of schooling educational ideas and educational experiences Its 36 chapters consider the field s changing scholarship while examining particular national and regional themes and offering a comparative perspective Each also provides suggestions for further research and analysis **The Oxford Handbook of Confucianism** Jennifer Oldstone-Moore, 2023 Comprised of thirty eight original essays by experts from a wide range of disciplines the Oxford Handbook of Confucianism covers the Confucian tradition chronologically geographically and topically through textured and innovative examinations of foundational subjects

and emerging topics in Confucian studies      **Education and Training in Japan** Thomas P. Rohlen, Christopher Bjork, 1998  
This collection written by Japanese and foreign scholars represents an inclusive cross section of the most important work in key areas of this field Topics include the impact of Japanese education and training on Japan's economy and culture the Japanese influence on the East Asian approach to education in comparison with the educational systems of Korea Taiwan Singapore and Hong Kong Japan's promotion of learning organizations and Knowledge workers for the Information Age

*Education in Tokugawa Japan* Ronald F. Dore, 1965      Private Academies of Chinese Learning in Meiji Japan Margaret Mehl, 2005 Annotation A comprehensive study of a little known but significant area not only contributes to a better understanding of education in the Meiji period but is also relevant to the reform of Japan's public education system today

**Education and Popular Literacy in Ch'ing China** Evelyn Sakakida Rawski, 1979      Reading Japan Teresa Castellet, Lidia Tanaka, 2019-11-11 Reading Japan offers the student readings on geopolitics education language Japanese ness and ethnicity gender and history with the dual aims of broadening students understanding of Japan and of providing opportunities to read authentic Japanese texts Each chapter contains an essay in English a selection of readings in Japanese comprehensive vocabulary lists discussion questions and a list of sources and additional readings Pitched at Intermediate to Advanced and B1 C1 level this reader is not simply a language textbook it offers students a chance to learn and think in depth about Japan as they build confidence in reading real world Japanese texts      *Education and Social Justice in Japan* Kaori H. Okano, 2020-12-09 This book is an up to date critical examination of schooling in Japan by an expert in this field It focuses on developments in the last two decades with a particular interest in social justice Japan has experienced slow economic growth changed employment practices population decline an aging society and an increasingly multi ethnic population resulting from migration It has faced a call to respond to the rhetoric of globalization and to concerns in childhood poverty in the perceived affluence In education we have seen developments responding to these challenges in national and local educational policies as well as in school level practices What are the most significant developments in schooling of the last two decades Why have these developments emerged and how will they affect youth and society as a whole How can we best interpret social justice implications of these developments in terms of both distributive justice and the politics of difference To what extent have the shifts advanced the interests of disadvantaged groups This book shows that compared to three decades ago the system of education increasingly acknowledges the need to address student diversity of all kinds and delivers options that are more varied and flexible But interest in social justice in education has tended to centre on the distribution of education who gets how much of schooling with fewer questions raised about the content of schooling that continues to advantage the already advantaged Written in a highly accessible style and aimed at scholars and students in the fields of comparative education sociology of education and Japanese studies this book illuminates changing policies and cumulative adjustments in the daily practice of schooling as well as how various groups in society make sense of these

changes      **Doctoral Dissertations on China and on Inner Asia, 1976-1990** Patricia Polansky, Anna Leon Shulman, 1998-10-15 A guide to the thesis literature on China and Inner Asia written between 1976 and 1990 Includes more than 10 000 entries for dissertations in the arts and sciences law medicine theology engineering and other disciplines Entries are grouped in topical chapters and each entry includes bibliographic information and an abstract      Early Modern Japan, 2002      **Education in Tokugawa Japan** Ronald Philip Dore, 1984      *État, société civile et sphère publique en Asie de l'Est* Charles Le Blanc, Alain Rocher, Université de Montréal. Centre d'études de l'Asie de l'Est, 1998      International Seminar on Islam and Confucianism, a Civilizational Dialogue, 1995      **Honen, the Buddhist Saint** Shunjō, Harper Havelock Coates, 1925 Covers the history of Japanese Buddhism to the time of Buddhism in H nen s era Presents a sect of Buddhism named Jodo Buddhism before and after the era of the Buddhist saint H nen Provides the biography opinions and influences of H nen in Buddhism circle and Japanese buddhist society      **Education: Readings in the Processes of Cultural Transmission** Harry M. Lindquist, 1970      Private Academies of the Tokugawa Period Richard Rubinger, 2014-07-14 Widening the focus of previous studies of Japanese education during the Tokugawa period Richard Rubinger emphasizes the role of the shijuku or private academies of advanced studies in preparing Japan for its modern transformation Originally published in 1982 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905      **Education in Early Meiji Japan, 1868-1890** Dorothy A. Bonnallie, 1976 Fukuzawa Yukichi Nijima Jo and Mori Arinori represent the different positions of prominent educators who were instrumental in introducing Western education to early Meiji Japan They represent the utilitarian Christian and government approach to education respectively The central questions of the dissertation are to discover how the men incorporated Western educational philosophy into Japanese society and secondly how they exemplified the freedom to choose internal values as the responsibility of the individual rather than the responsibility of the society or the government Their thoughts on education are enunciated through the role of the intellectual social equality and individual freedom If as assumed in the study the focal point of loyalty under the Tokugawa was the political superior then the abolition of feudalism necessitated a redefinition of the concept of loyalty in relation to a new focal point The suggestion is made that Fukuzawa Nijima and Mori defined loyalty in terms of internal values which they regarded as private or personal values whereas in the nationalism which later developed in Japan the definition of internal values became the responsibility of government In other words Loyalty for the three men was more of a moral responsibility of independent and free citizens in nationalism loyalty became a duty of obedient subjects An overview of 19th century Japanese education is presented in Chapter II and includes

the aims and purposes of Tokugawa education the changes resulting from importation of Western educational philosophies after the restoration and the controversy which led to the inclusion of Confucian morals in the education system Imperial Rescript on Education 1890 The educational philosophies of Fukuzawa Nijima and Mori are reviewed in Chapter III Special emphasis is directed to their concepts of individual freedom and independence and to the role of the intellectual in the changing social environment Although there was much dissension among the political educational and social reformers of the early Meiji period all claimed to have the welfare of the nation uppermost in mind How the patriotic thought of the three representative Japanese educators influenced education is the subject of Chapter IV The result of educational and social changes are discussed in Chapter V

**Japanese Education** Dairoku Kikuchi, 1909

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## **Table of Contents Tokugawa Confucian Education Tokugawa Confucian Education**

1. Understanding the eBook Tokugawa Confucian Education Tokugawa Confucian Education
  - The Rise of Digital Reading Tokugawa Confucian Education Tokugawa Confucian Education
  - Advantages of eBooks Over Traditional Books
2. Identifying Tokugawa Confucian Education Tokugawa Confucian Education
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Tokugawa Confucian Education Tokugawa Confucian Education
  - User-Friendly Interface
4. Exploring eBook Recommendations from Tokugawa Confucian Education Tokugawa Confucian Education
  - Personalized Recommendations
  - Tokugawa Confucian Education Tokugawa Confucian Education User Reviews and Ratings
  - Tokugawa Confucian Education Tokugawa Confucian Education and Bestseller Lists
5. Accessing Tokugawa Confucian Education Tokugawa Confucian Education Free and Paid eBooks
  - Tokugawa Confucian Education Tokugawa Confucian Education Public Domain eBooks
  - Tokugawa Confucian Education Tokugawa Confucian Education eBook Subscription Services
  - Tokugawa Confucian Education Tokugawa Confucian Education Budget-Friendly Options
6. Navigating Tokugawa Confucian Education Tokugawa Confucian Education eBook Formats

- ePub, PDF, MOBI, and More
  - Tokugawa Confucian Education Tokugawa Confucian Education Compatibility with Devices
  - Tokugawa Confucian Education Tokugawa Confucian Education Enhanced eBook Features
7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Tokugawa Confucian Education Tokugawa Confucian Education
    - Highlighting and Note-Taking Tokugawa Confucian Education Tokugawa Confucian Education
    - Interactive Elements Tokugawa Confucian Education Tokugawa Confucian Education
  8. Staying Engaged with Tokugawa Confucian Education Tokugawa Confucian Education
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Tokugawa Confucian Education Tokugawa Confucian Education
  9. Balancing eBooks and Physical Books Tokugawa Confucian Education Tokugawa Confucian Education
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Tokugawa Confucian Education Tokugawa Confucian Education
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Tokugawa Confucian Education Tokugawa Confucian Education
    - Setting Reading Goals Tokugawa Confucian Education Tokugawa Confucian Education
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Tokugawa Confucian Education Tokugawa Confucian Education
    - Fact-Checking eBook Content of Tokugawa Confucian Education Tokugawa Confucian Education
    - Distinguishing Credible Sources
  13. Promoting Lifelong Learning
    - Utilizing eBooks for Skill Development
    - Exploring Educational eBooks
  14. Embracing eBook Trends
    - Integration of Multimedia Elements
    - Interactive and Gamified eBooks

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