

Educational Thought and Ideology in Modern Japan

State Authority and
Intellectual
Freedom

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edited and translated by
Steven Platzer

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Educational Thought and Ideology in Modern Japan; State Authority and Intellectual Freedom 山口,Platzer, S.,1994 Educational Thought and Ideology in Modern Japan Teruhisa Horio,1988 *Principle, Praxis, and the Politics of Educational Reform in Meiji Japan* Mark Lincicome,1995-04-01 Scholars of modern Japan agree that education played a crucial role in that country's rapid modernization during the Meiji period 1868-1912. With few exceptions, however, Western approaches to the subject treat education as an instrument of change controlled by the Meiji political and intellectual elite. *Principle Praxis and the Politics of Educational Reform in Meiji Japan* offers a corrective to this view. By introducing primary source materials including teaching manuals, educational periodicals, and primary school textbooks missing from most English language works, Mark Lincicome examines an early case of resistance to government control that developed within the community of professional educators. He focuses on what began in 1872 as an attempt by the newly established Ministry of Education to train a corps of professional teachers that could civilize and enlighten the masses in compulsory primary schools. Through the Tokyo Normal School and other new teacher training schools sponsored by the government, the ministry began what it thought was a straightforward technology transfer of the latest teaching methods and materials from the United States and Europe. Little did the ministry realize that it was planting the seeds of broader reform that would challenge not only its underlying doctrine of education but its very authority over education. The reform movement centered around efforts to explicate and disseminate the doctrine of *kaihatsushugi* (developmental education). Hailed as a modern scientific approach to child education, it rejected rote memorization and passive learning elements of the so-called method of pouring in *chunyu* knowledge practiced during the preceding Tokugawa period and sought instead to cultivate the unique innate abilities of each child. Orthodox ideas of education, knowledge, and the process by which children learn were challenged. The position and responsibilities of the teacher were enhanced, consequently providing educators with a claim to professional authority and autonomy at a time when the Meiji state was attempting to control every facet of the Japanese school system. *Principle Praxis and the Politics of Educational Reform in Meiji Japan* analyzes a key element to understanding Meiji development and modern Japan as a whole.

Imperial Subjects as Global Citizens Mark Elwood Lincicome,2009-01-01 This book offers a new perspective on Japanese educational policy reforms that have been enacted under the guise of internationalization since the late 1980s. Current policy agendas are contextualized within the framework of repeated attempts to internationalize education (*kyoiku no kokusaika*) in Japan.

Changing Histories Ryôta Nishino,2011-06-16 The teaching of history in South African and Japanese schools has attracted sustained criticism for the alleged attempts to conceal the controversial aspects of their countries' past and to inculcate ideologies favourable to the ruling regimes. This book is the first attempt to systematically compare the ways in which education bureaucracy in both nations dealt with opposition and critics in the period from ca. 1945 to 1995 when both countries were dominated by single party governments.

for most of the fifty years The author argues that both South African and Japanese education bureaucracy did not overtly express its intentions in the curriculum documents or in the textbooks but found ways to enhance its authority through a range of often subtle measures A total of eight themes in 60 officially approved Standard 6 South African and Japanese middle school history textbooks have been selected to demonstrate the changes and continuity This work hopes to contribute to the existing literature of comparative history by drawing lessons that would probably not have emerged from the study of either country by itself The dissertation won a publication prize at Georg Eckert Institute for Textbook Research

Introduction to Japanese Politics Louis D. Hayes, 2016-09-17 This classic introduction to the Japanese political system has been revised and updated to take the account of a time of turmoil in the country's political life It incorporates new coverage of the end of the Koizumi era the brief and troubled premiership of Abe and the selection of Fukuda as prime minister This edition also includes expanded material on bubble and post bubble economic developments as well as all new coverage of health care policy The text opens with an overview of Japan's geographical setting and history The next group of chapters covers political institutions processes and actors Two sections then address the country's distinctive social order and economy educational healthcare and public safety systems Part five looks at the increasingly contentious realm of foreign relations and security issues including China's expanding role and the issue of North Korea A concluding section considers dynamics of change in Japanese politics

Censoring History Laura E. Hein, Mark Selden, 2016-09-16 Considering the great influence textbooks have as interpreters of history politics and culture to future generations of citizens it is no surprise that they generate considerable controversy Focusing largely on textbook treatment of lingering and sometimes explosive tensions originating in World War II Censoring History addresses issues of textbook nationalism in historical and comparative perspective Discussions include Japan's Comfort Women and the Nanjing Massacre Nazi genocide against the Jews Gypsies Catholics and others Hiroshima and Nagasaki and the Indochina wars The essays address controversies over textbook content around the globe How and why do specific representations of war evolve What are the international and national forces affecting how textbook writers publishers and state censors depict the past How do these forces differ from country to country Other comparative essays analyze nationalist and war controversies in German US and Chinese textbook debates

Global Crises, Social Justice, and Education Michael W. Apple, 2009-12-16 These programs are designed to assist migrant students to become proficient in English

Globalisation and Tertiary Education in the Asia-Pacific Christopher Charles Findlay, William G. Tierney, 2010 The rapid development and adoption of technology along with open economies has created an integrated global economy The globalisation process has brought with it significant changes in all areas of life including tertiary education This book outlines the features of the new wave of globalisation and draws out specific trends and challenges associated with this new wave for universities and policy makers

Philosophy of Education: Society and education Hirst, Paul Heywood Hirst, Patricia White, 1998 **Japan and the Pursuit of a New**

American Identity Walter Feinberg, 2023-10-27 First published in 1993 Japan and the Pursuit of a New American Identity is a sophisticated analysis of the mission of education in a multicultural age Arguing that American education has been too long constrained by conservative discourse which positions schools and students as weapons in an international competition with the Japanese author Walter Feinberg assesses the cultural and philosophical limits of conservative vision as popularized by exponents Allan Bloom and E D Hirsch Feinberg then develops a vision of education which accommodates the growing cultural diversity of American society and American schools At the heart of Feinberg s study is a unique philosophical analysis of Japanese and American attitudes towards work and education Through a series of sensitively developed interview with American and Japanese workers managers parents and teachers who have experienced life in one another s culture he examines the implications of our profound cultural differences with the Japanese for the development of a new American multicultural identity This book will be of interest to students of education pedagogy history and public policy Changing Educational Contexts, Issues and Identities Michael Crossley, Patricia Broadfoot, Michele Schweisfurth, 2007-01-24 Documenting major intellectual and paradigmatic changes in the field of comparative education in the light of the history and development of the journal Comparative Education this book compiles a selection of articles from forty years of the journal s distinguished history It illustrates how changing times have been reflected in the nature and quality of published comparative research Contributors explore the impact of key issues such as marketisation accountability and globalisation upon policy and practice world wide They explore how new challenges faced by the social sciences have seen shifts in the contexts issues and priorities attended to by comparatives and how different approaches to comparative education have influenced the intellectual and professional identities and positioning of those involved Bridging theoretically oriented scholarship with empirically grounded research relating to issues of policy and practice and with chapters addressing questions of relevance throughout the world this book is an invaluable resource of ideas and stimuli for further thinking and research Education in Japan Yuto Kitamura, Toshiyuki Omomo, Masaaki Katsuno, 2019-01-09 This book illustrates the nature of Japan s education system and identifies its strengths and weaknesses as well as the socioeconomic environment surrounding education in contemporary Japanese society It describes the basic institutional structure of each educational stage in an overview of today s school education in Japan while also analyzing the current implementation status of important policies and the progress of reform at each stage The book also examines the status of and problems with various issues that are considered essential to education in Japan today These include teachers lesson studies school and community educational disparities education and jobs multiculturalism university reforms internationalization of education and English language education education for sustainable development and others covering a diverse range of fields The book is unique in its attempt to comprehensively understand and analyze the educational field in Japan by drawing on the expertise of various academic disciplines **China through the Lens of Comparative Education** Ruth Hayhoe, 2014-11-20 In the World

Library of Educationalists series international experts compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Ruth Hayhoe is a distinguished scholar in comparative education and higher education as well as one of the most highly regarded experts on Chinese education in the world Extremely well respected throughout China she has authored about 75 articles and book chapters as well as several books on Chinese education and East West relations in education This selection of 15 of her most representative papers and chapters documents the most significant works of her research on Chinese education higher education and comparative education The three sections cover comparative education and China higher education and history religion culture and education The collection not only helps foreign scholars understand Chinese education development in its cultural context comprehensively and systemically but also provides a fresh point of view for education practitioners and policy makers in China Podcast of Professor Ruth Hayhoe s interview at New Books Network discussing this book and her distinguished career <http://newbooksnetwork.com/ruth-hayhoe-china-through-the-lens-of-comparative-education-the-selected-works-of-ruth-hayhoe-routledge-2015>

Education and the Law Gerald Stowbridge, Witold Tulasiewicz, 2003-09-02 This edited collection addresses a subject which is topical not only in Britain where there has been a spate of laws and regulations affecting the structure and content of education but also in developed and developing countries where the overriding motivation in many cases has been to raise economic performance The first part of the book deals with the way legislation affects education and training both directly and tangentially and how the law through its influence on such things as participation rates certification and employer involvement can affect the level and degree of economic activity Contributors examine the education systems of the USA Kenya Japan Germany Nigeria Britain and France to illustrate the interdependence of the elements involved The second part focuses on the concept of curriculum control Chapters take a comparative approach to what is taught in the classroom and how the implementation of legislation affects all aspects of a country s education system [Teaching and Learning in Japan](#) Thomas P. Rohlen, Gerald K. LeTendre, 1998 Includes bibliographical references and index

Postwar Japan as History Andrew Gordon, 1993-10-20 Japan s catapult to world economic power has inspired many studies by social scientists but few have looked at the 45 years of postwar Japan through the lens of history The contributors to this book seek to offer such a view As they examine three related themes of postwar history the authors describe an ongoing historical process marked by unexpected changes such as Japan s extraordinary economic growth and unanticipated continuities such as the endurance of conservative rule A provocative set of interpretative essays by eminent scholars this book will appeal to anyone interested in the history of twentieth century Japan and the dilemmas facing Japan today [Teacher Education in Industrialized Nations](#) Ivan Z. Holowinsky, Nobuo K. Shimahara, 2014-04-08 The original essays in this volume examine reform related issues in teacher

education in Great Britain Canada Japan Ukraine United States and Western Europe A distinguished group of educators reviews the social context of the teacher the economics and value of teaching the pace of change government policy and teacher control of the profession and the evolving role of the teacher and education system in the face of political and social upheaval *Social Identities and Multiple Selves in Foreign Language Education* Damian J. Rivers, Stephanie Ann Houghton, 2013-07-18 Within foreign language education contexts across the globe inadequate attention has been paid to documenting the dynamics of identity development negotiation and management This book looks at these dynamics in specific relation to otherness in addition to attitudinal and behavioural overtones created through use of the term foreign despite its position as an integral marker in language acquisition discourse This book argues that individual identities are multidimensional constructs that gravitate around a hub of intricate social networks of multimodal intergroup interaction The chapters pursue a collective desire to move the notion of identity away from theoretical abstraction and toward the lived experiences of foreign language teachers and students While the identities entangled with these interactions owe a significant measure of their existence to the immediate social context they can also be actively developed by their holders The collection of chapters within this book demonstrate how foreign language education environments traditional and non traditional are ideal locations for the development of a sophisticated repertoire of discursive strategies used in the formulation navigation expression and management of social identities and multiple selves *The Cross-cultural Transfer of Educational Concepts and Practices* Masahiro Tanaka, 2005-05-16 This book analyses comparatively the creation of American and Japanese universities on the model of German universities largely in the late nineteenth century and the reform of German and Japanese universities on the model of American universities after the end of the Second World War The argument is that transferring educational concepts and practices from one cultural context to another involves not merely a transfer but a transformation How and why this transformation occurs is what this book is about More precisely it is suggested that transformation of educational concepts and practices during their cross cultural movement can be understood within a theoretical perspective that is proposed and developed in the book This book is divided into six chapters Chapter One as the introduction analyses several scholars approaches to the aspects of educational transfer then attempts to construct a theoretical perspective for the book on the processes of change in educational concepts and practices during their movement across cultures Chapters Two and Three offer two narratives to investigate how German university concepts and practices were transmuted as a consequence of local actors efforts to import these concepts and practices into Japan and the United States Chapters Four and Five provide another two narratives to examine how American university concepts and practices were altered as a result of American actors attempts to export these concepts and practices to Japan and Germany Chapter Six as the conclusion through reflecting on the four narratives given in the main chapters re examines the ways in which the theoretical perspective of this book is useful to understand the processes of transformation of educational concepts

and practices during their movement from one culture to another

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