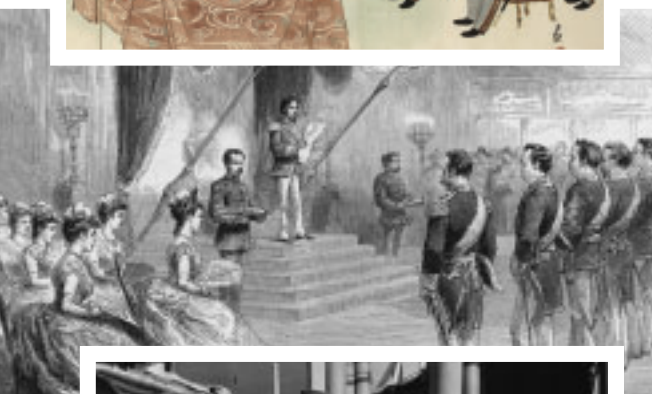


# CHAPTER 6

## How Did Rapid Change During the Meiji Period Affect Japan's Worldview?

Japan recognized the dangers to its sovereignty from the countries visiting its shores, but its leaders also recognized the opportunities these other societies could bring to Japan. It set out on its quest in the Meiji Period to become so militarily powerful and so economically self-sufficient that it would be considered an equal partner with the West. To accomplish this, the Japanese had to undergo and adapt to many changes within a very short time.

In this chapter, you will explore how Japan's leaders continued to change a very traditional country into a powerful, modernized nation.



## Worldview Investigation

Imagine that you are back on your island again; it has an established vibrant culture. You are one of the leaders who has decided to adopt some ideas and technologies from other places. You are concerned about how to maintain the traditional cultural aspects of your society during this time of rapid change. Work together in your group to make decisions about the following:

1. What traditional values and beliefs are most important to keep as you adopt new ideas? Select one of these values and prepare a two-minute speech. Present it to your group, persuading them to see what you think is most important.
2. How will you make decisions and who will be involved in choosing between the traditional ideas of the island and the new ideas from other places?
3. How would you get everyone to reach consensus that these new ideas should be introduced?

The Japanese leaders in Meiji Japan encountered similar challenges. In this chapter, you will see how the new government made changes to the political, economic, and social systems of Japan and how these changes affected the people of the nation. You will explore how the changes affected the Japanese worldview.

### Make a Speech

A speech is a formal presentation to a group of people and telling them what you think. Listening to speeches is one way to understand the ideas of a variety of people.

How to make an engaging and persuasive speech:

- **Plan:** Make an outline or a visual plan to help you to remember your main points. Organize your ideas into a beginning, middle, and an end.
- **Practise:** Work on your physical presentation. Look at the audience as you speak. Time the speech; cut or add details.
- **Control your voice:** Speak clearly, naturally, and slowly. Do not read the speech word for word. Vary your tone and volume.
- **Relax:** Be prepared. Once you start speaking, you will become more relaxed. Looking at a few familiar people in the audience can help calm your nerves.

### SKILLS CENTRE

Turn to **How to Communicate Ideas and Information** in the Skills Centre to pick up other tips about speaking in groups.

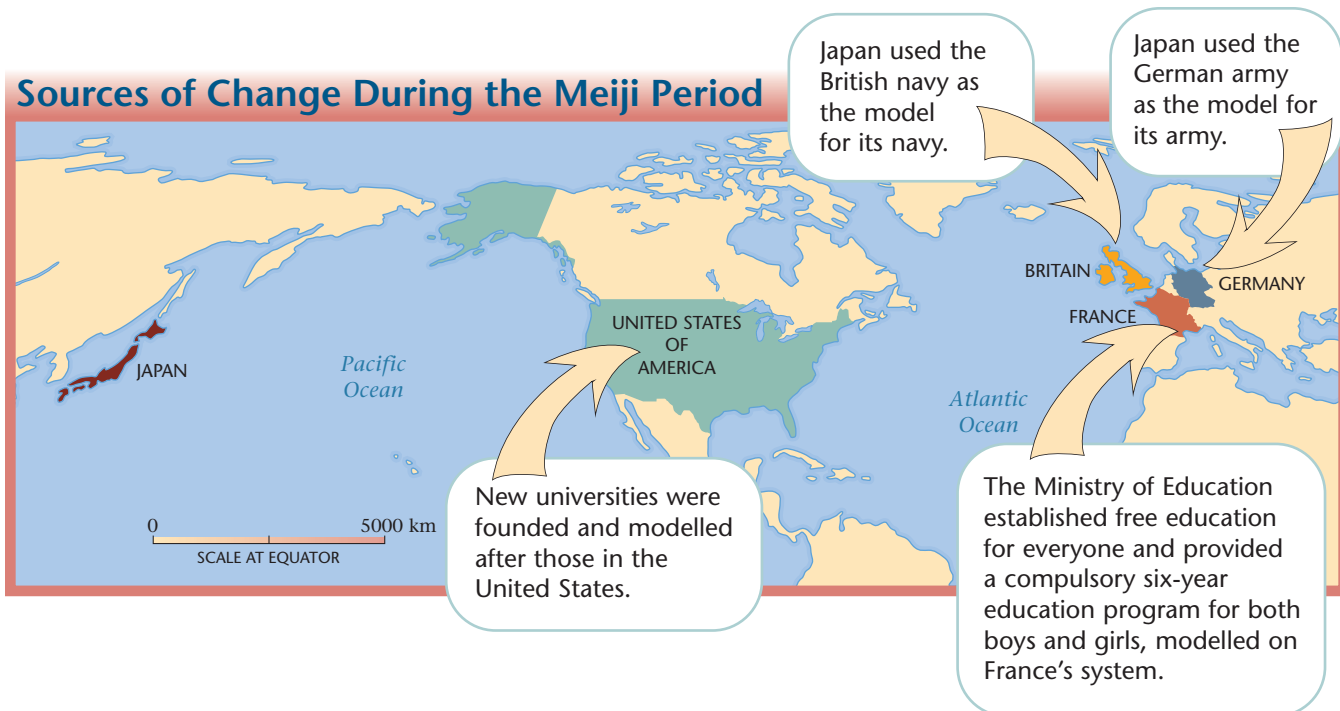
## How Did Japan Decide to Implement Change During the Meiji Period?

**democracy:** a form of government in which the citizens have the power, exercised by them directly or their elected representatives

**industrialized:** having large industries as an important feature in a country or an economic system

The leaders of the Meiji Period made a decision that Japan would have to undergo dramatic changes in order to maintain control over its future. They believed that to save Japan from Western powers, it would have to become as strong and competitive as the Western nations.

Within a few decades, they borrowed and adapted parts of Western ideologies. They implemented aspects of **democracy**, such as elected representatives. They saw public education as a necessary way to help Japanese society adjust to an **industrialized** nation. They embraced technologies, such as steam-powered machinery, that they believed would help build a new society. No other government had ever made the decision to initiate such changes for its people. No other country had ever voluntarily adapted so successfully in such a short period of time. These adaptations had a significant impact on changing the Japanese worldview: the values and beliefs it held about culture, social systems, and political and economic systems. In making these adaptations, the leaders carefully considered traditional aspects of their society they would maintain, and which they could successfully replace with systems from other societies.



## PROFILE

### Fukuzawa Yukichi

Fukuzawa Yukichi (*foo-koo-zah-wah-yoo-kee-chee*) was an influential author, educator, and business entrepreneur. He was a member of the Iwakura Mission to the West and became a strong advocate for American-style democracy.

Fukuzawa was born in Osaka in 1835 to a low-ranking samurai family. In spite of the hardships the family faced, he was able to gain both fame and respect during his lifetime. He took advantage of opportunities to study the Dutch language and became the official teacher of Dutch in his domain.

In 1860, he was asked to be a member of a shogun envoy and made his first trip to the United States. When Fukuzawa visited Yokohama, he met many foreigners and realized it would be useful to learn English. In 1859, he began teaching himself the English language. He became an authority on Western political theories.

He was the owner of an influential newspaper and a supporter of women's rights. Fukuzawa never entered public office, but he influenced the thinking of many politicians.

The writings of Fukuzawa encouraged the Japanese to view change as a positive process. He promoted his ideas in a seventeen-volume series called *Gakumon no Susume* (*gah-koo-mone-no-soo-soo-meh*).



A statue of Fukuzawa Yukichi is situated on the grounds of Keio University. As a supporter of education, he founded Keio University, which became Japan's first private university.

The only way for Japan to remain an independent nation is for its people to become independent-minded and self-respecting. For Japan to be strong, its people must develop a sense of personal value and strength.

For Japan to keep its national independence, every person must live a life of personal independence. Education and study will create opportunities for personal success.

Government under the Meiji oligarchy is no different than under the Tokugawa shoguns. Both systems demand complete loyalty and obedience from the people. Governments should not expect loyalty but instead should earn it. In return for the loyalty of the people, the government should respect the will and needs of the people.

Japan needs to stand up to the West. To do this, the Japanese must do more than learn Western technology. Japan must gain a thorough understanding of the Western worldview.



Fukuzawa is beloved in Japan even today; his image is on the Japanese 10 000 yen bill, the largest currency denomination.

## How Did Modernizing the Japanese Political System Reflect a New Worldview?

### constitutional government:

a government in which operation is controlled by a set list of rules

The new leaders of the Meiji government, an oligarchy, believed that Japan needed a strong, centralized government. They decided to prepare carefully for a **constitutional government** and not rush to implement it. The first step was to establish strong central control.

In 1868, the imperial capital was moved from Kyoto to Edo and renamed Tokyo. Tokyo was a more centrally located city from which to govern the country. The emperor moved into the former shogun's castle. The emperor's living in the castle clearly showed the people that the shogun and Bakufu were no longer in power.



Print showing Ueno-Nakasendo railway from Ueno station, Tokyo. Nogawa Tsunekichi, 1885. Building railways and other transportation networks is one tool governments use to unify a country.

To modernize the government of Japan, the oligarchy decided that they would need to

- unify the territory of Japan
- look for a model of government that could be adapted to Japanese needs
- change the social order so that all Japanese citizens, no matter what their origins, would have the same obligations and loyalty to the state
- create a constitution so that the most important values and beliefs of Japan would guide the country in the future

**prefecture:** an administrative district in Japan, somewhat like a large county

**nationalistic:** patriotic, sometimes to the extreme

*I wonder ... do any other countries use a prefecture system?*

## Unifying the Country

The young leaders needed the support of their former domains and their military forces. Many of the samurai from the domains had fought alongside these young leaders in the campaigns to overthrow the Tokugawa rule, and they used these past relationships to their advantage.

Once the young leaders gained the support of the domains of Choshu, Satsuma, Tosa, and Hizen, their daimyo surrendered their lands and their census records to the imperial government. In a petition to the emperor, they asked that their domains and institutions be placed under a set of unified laws and regulations. This petition was referred to as the *hanseki hokan* (*hahn-say-kee-hoe-kahn*) — the “Return of the Registers.”

In 1871, all domains were officially abolished by imperial decree and replaced by a **prefecture** system. The Return of the Registers was the first step towards the establishment of a centralized government.

The young leaders recognized that the people needed a symbol to help develop **nationalistic** feelings. They used the emperor to secure support for both the new government and the modernization of the country by making him the symbol of the newly unified nation.

... This is the Sovereign's land; the people over whom we rule are his people. Why should we privately own them? Now, therefore, we respectfully restore our domains to the Sovereign.

The daimyo gave up their lands, but they were not guaranteed any rights. The only person guaranteed any rights was the emperor. However, it was the oligarchy, not the emperor, who really controlled the country.

## Searching for a New Model of Government

**liberal:** favouring a relaxing of social traditions; favouring personal freedom

**human rights:** the basic rights believed to belong to every person, such as the rights to freedom, to justice, and to religion

**conservative:** averse to rapid change; favouring the status quo

**Dajokan:** the Japanese government structure implemented during the Meiji Period

The new government's goal was to be efficient and economical, but the leaders in the oligarchy disagreed on how to build a new Japan. A more **liberal** group supported the French and American ideals of **human rights** and a representative government. The more **conservative** group was more comfortable with the German model of centralized control.

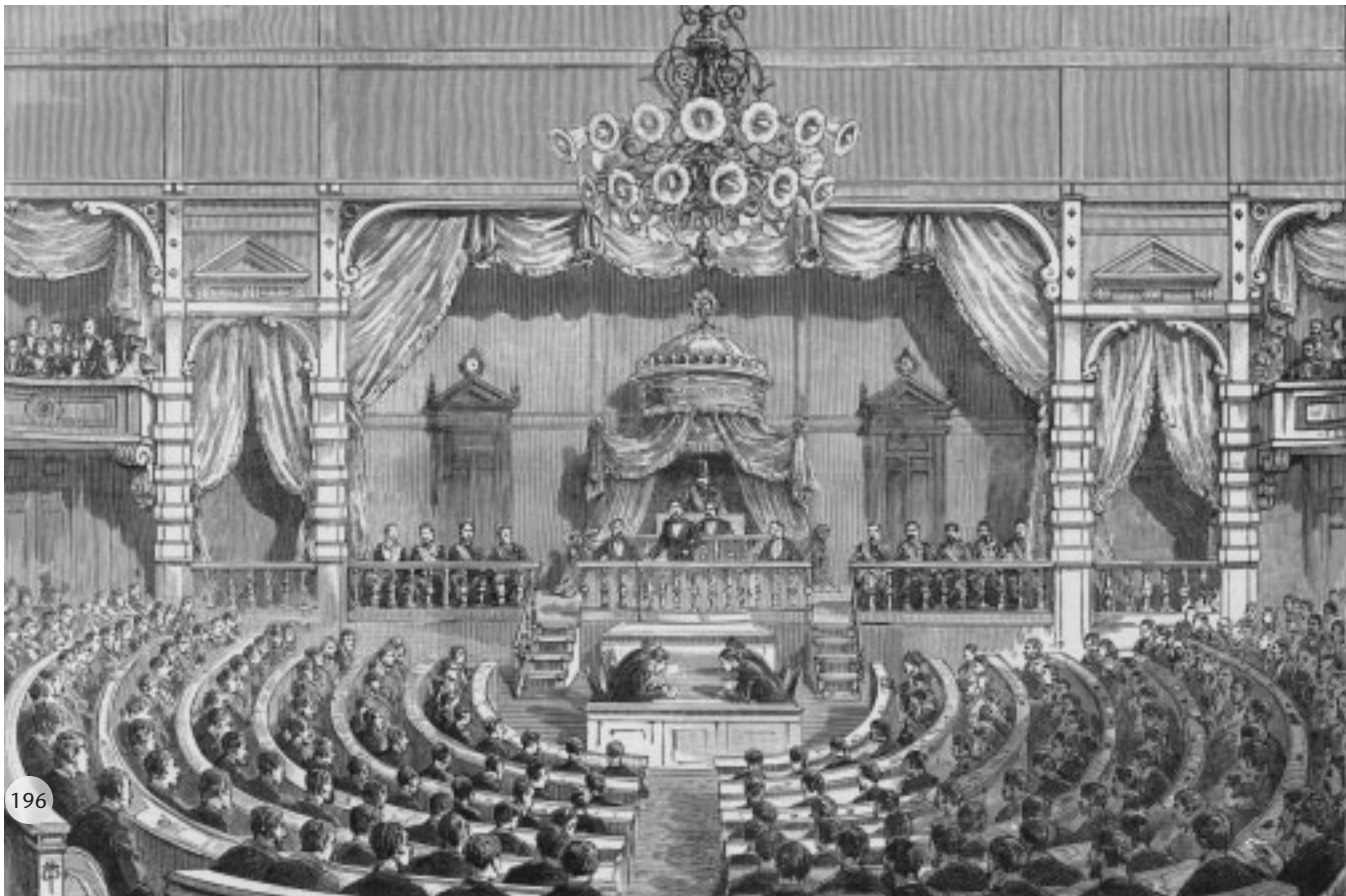
The oligarchy finally agreed to look for ideas based on centralized control, not a democratic model. The Japanese leaders decided to adopt a German-style government with a strong cabinet and limited powers of parliament. The new government was called the **Dajokan** (*dah-joe-kahn*) after an ancient Japanese imperial institution of the same name.

## Political Change Affects the Social Systems

The government wanted the population to be loyal to the central state and the emperor rather than to their local daimyo. To accomplish this, it eliminated the hierarchical social order of Japanese society that had been in existence for hundreds of years. The feudal class system was abolished, allowing people to choose their occupations and move about the country freely.

Eliminating feudal clans strengthened national unity. All Japanese now lived with the same obligation — be loyal to the emperor and to the state.

The Japanese parliament is opened by the Mikado (the emperor), Tokyo, 1891.



## Creating a Constitution

Japan faced many trials as it adapted its political and economic systems, but it already had developed a new worldview about its place among nations. Japan believed it was as strong and capable as any other nation — a world leader, not a world follower. The leaders were in favour of developing a constitution for Japan:

- Most strong European countries had constitutions.
- Western countries would regard Japan as a stronger nation if it had a Western-style constitution.
- A constitution would unify Japan.

Although all leaders agreed with developing a constitution, they disagreed about what model it should follow. They also disputed who should write a new constitution for the country.

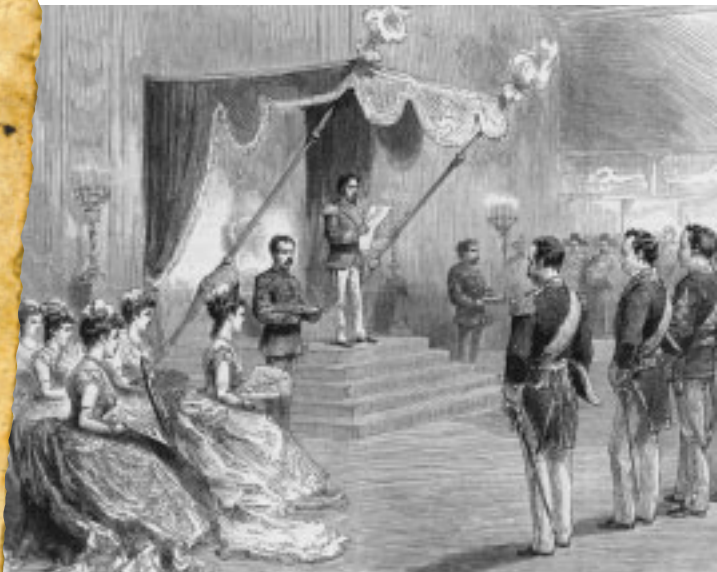
The call for a constitution became a national issue. Many Japanese, especially the former samurai, now called *shizoku* (*shee-zoe-koo*), were not satisfied with the control of the strong central government. They wanted greater participation in government and a popularly elected assembly. Newspapers also took up the call for democracy.

### The Constitution of Japan — 1889

*We hereby adopt a fundamental law of the State, to exhibit the principles by which We are guided in Our conduct, and to point out to what Our descendants and Our subjects and their descendants are forever to conform.*

- The Emperor is sacred and inviolable and is above the law of the Constitution.
- Government ministers are responsible to the Emperor.
- The Emperor has the power to
  - command the military forces and control foreign policy
  - appoint cabinet members, judges, and Privy Council members
  - convene and dissolve the Imperial Diet (Parliament) at will
- The Imperial Diet is divided into two houses of equal power:
  - The Upper House is called the House of Peers. Members are selected for life by the Emperor.
  - The Lower House consists of 300 members who are elected by citizens for four years.
- Citizens are granted freedom of speech, religion, and association. However, the government reserves the right to withdraw these rights.

A new constitution is announced by Emperor Meiji, Tokyo, 1889.





Political change was accompanied by the traditional belief that the emperor was the grandson of the sun goddess. He had the right to rule the country because he was part god himself. When the emperor formally announced the constitution on February 11, 1889, the people believed that it was a gift from the divine emperor.

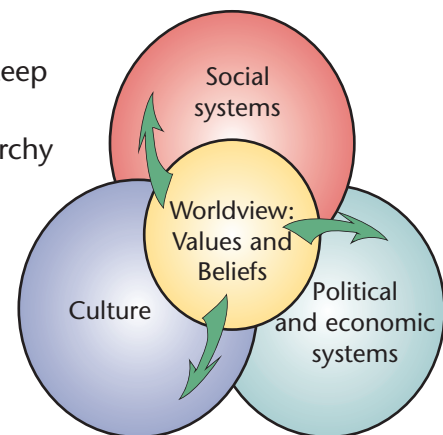
Three political parties, each supported by a different newspaper, were formed. Political debates happened in all parts of the country, even in remote villages. Violent revolts erupted in the countryside after some of these debates.

The Meiji oligarchy reacted with more restrictions. In 1875, they passed a new law allowing the government to censor the newspapers. Public assemblies were also banned. In response to these new orders, people's rights organizations and political clubs calling for a representative government were established throughout Japan.

Although the new constitution was similar to the constitution of Germany, it was very much a reflection of Japanese society. The Japanese authors included the country's traditions and history as well as new concepts learned from the West. It was a remarkable document for Japan considering the times and its history.

## REFLECT AND RESPOND

1. Begin a web or mind map to summarize how Japan changed during the Meiji Period. You will add to the web during the rest of the chapter. You might want to base your web on the worldview model. Draw the web and add secondary ovals for the important ideas that you record.
2. The Japanese leadership recognized the importance of using symbols to unify the people. Make a collection of symbols that represent Canada's communities (Francophone, Aboriginal, and others). Find symbols of the groups that you belong to.
3. Work in a group to discuss one of these topics:
  - a. What traditional values and beliefs did Japan keep when it changed the political system?
  - b. What were the main areas of society the oligarchy changed as it reformed the government?
  - c. How did the new constitution reflect changed values and beliefs in the Japanese worldview?
  - d. How were the leaders able to successfully implement such major changes to their society? Would Canadian political leaders be able to make such massive changes to our society?



## How Did Japan Change Its Economic System?

Under the Tokugawa shoguns, Japan had developed a strong foundation for the economic changes that would follow under Meiji rule. A road system, markets, vibrant merchant class, small businesses, and some banking institutions were already in place. However, the leaders believed the country had to become much more industrialized.

Although the Meiji leaders understood what needed to be done to make Japan economically secure, Japan was restricted by the trade agreements it had signed with Western powers. It was not allowed to lower the taxes on domestic goods or raise taxes on foreign goods. The unequal treaties made it difficult for domestic industries to survive.

### Industrialization

Most of the new industries, such as munitions and gunpowder factories, were for the military. However, there were also other industries, such as the silk and textile industries and glass and chemical plants.

Initially, many of the new industrial and manufacturing projects were government funded and government owned. The government felt this was necessary to jump-start Japan's modernization and to bring industries up to speed with the Western nations. However, the costs of such government involvement were overwhelming. Within ten years, except for military-based industries such as arms manufacturing and arsenals, most government-owned factories and businesses were handed over to private business.

**domestic products:** the goods produced within a country

**import tariff:** the taxes on goods coming into a country; imposed to make imported goods more expensive in relation to domestic products

Yokohama Specie Bank, early 1900s. The new government understood the need for Japan to protect its industries. This was clearly outlined in a memo to the members of the Iwakura Mission who were told to avoid talks of trade agreements.

Unless **domestic products** are cheaper than foreign products, one's own people will not buy them, so one increases **import tariffs** in order to up the price of foreign goods...such a tariff is called a defensive tax...

Countries like our own that have not yet attained full development will delay the arrival of civilization if they do not apply this method. For example, we should keep the tax low on domestic goods such as books and machinery and make it high on goods such as silk textiles, alcohol, and tobacco, thus helping to stimulate our own production...



As government-run industries were sold to private investors, a large proportion of the country's major industries came under the control of a small number of private companies. This action reduced economic competition, which worried some Japanese economists. The groups of men owning these companies became known as *zaibatsu* (*zigh-bah-tsoo*), or financial cliques. They were closely tied to the government and actually strengthened support for the Meiji state. One of the most famous companies was run by the Mitsubishi family, which even today is one of Japan's leading exporters.

### Some Traditional Japanese Products

Japan was not allowed to reduce taxes on any of these traditional products.

Top left: The weaving of Kiryu textiles made in the city of Kiryu dates back to the 8th century. The first silk market in the city opened in the 15th century. New techniques for weaving were introduced in the 17th century.



Top right: In the city of Aizu, the production of lacquerware dates back to the 15th century. The city remains one of the most famous centres for lacquerware production today. Ancient industries like this were also encouraged under Meiji rule.

Bottom: Japan is famous for its production of beautiful dolls. Kyoto dolls have been popular toys in Japan since medieval times; the first records suggest about 1185. In the 17th century, artisans increased the amount of artistic detailing. The dolls produced today are made with techniques refined over centuries.



## Capitalism

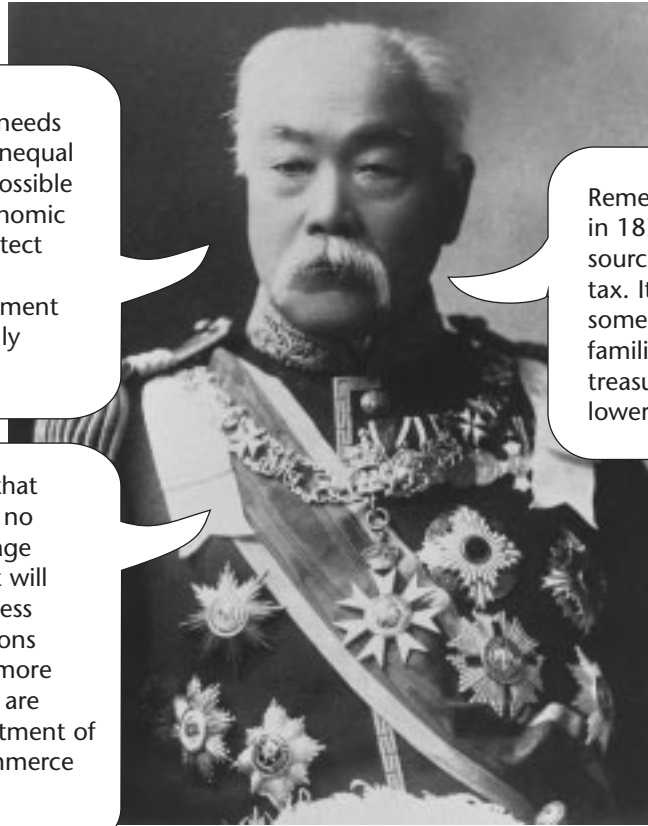
Matsukata Masayoshi (1835–1924) became the Minister of Finance in 1881.

**national income:** the money received for all services, goods, and products produced by a country, usually measured quarterly or annually

I believe that Japan needs to renegotiate the unequal treaties as soon as possible and then adopt economic policies that will protect Japan. Until this is possible, the government will have to drastically reduce its spending.

Remember what the government did in 1873 when it needed a guaranteed source of funds? It imposed a 3% land tax. It also borrowed money from some of the wealthy merchant families. To raise more funds for the treasury, I am imposing new taxes and lowering the value of printed money.

I have also decided that the government will no longer actively manage industries. Instead, it will work to create business and financial conditions that will encourage more private business. We are establishing a Department of Agriculture and Commerce and a state bank.



Matsukata Masayoshi, Japan's Minister of Finance, 1880s

The benefits of Matsukata's policies were not immediately felt. In fact, during the decade he was the finance minister, many small farmers lost their land and several small businesses went bankrupt. However, industrial output increased; by the end of the Meiji Era, Japan's **national income** had doubled. Japan was quickly developing into a capitalist society.

## What Is a Capitalist Society?

- Individuals or the government are engaged in business.
- The focus is on entrepreneurs who establish and operate companies.
- The goal is to make a profit by producing or obtaining goods at one price and then selling them for more money.
- People work for wages, not goods. They use their wages to purchase the goods they need or want.

Using the developed countries of the West as models, the government helped the economy to change and grow:

- New railroads were built to join all four major islands; roads and highways were paved.
- Deep water harbours were created at Yokohama and Kobe.
- Telegraph and telephone systems were built.
- New technologies and industries were imported, as well as hundreds of foreigners to train the Japanese.
- A Ministry of Banking was set up to provide subsidies to new businesses.

### REFLECT AND RESPOND

1. Why might lower taxes on imported goods, such as books and machinery, but higher taxes on textiles have been beneficial for Japan?
2. Matsukata Masayoshi introduced many changes to the economic system. What are three arguments he might have used to convince others to agree with his proposals? Write a speech that he might have given to convince others that his proposed solutions to the problems would be effective.
3. Select one of the topics to discuss with your group:
  - a. During this time, Japan could have borrowed money from foreign nations. It chose not to do so. What would have been the advantages and disadvantages of taking out some foreign loans?
  - b. Economic systems grow out of a society's worldview. Capitalism is an essential part of the Western worldview. How does capitalism affect the daily lives of Canadians? How do you think Japan's decision to become a capitalist society might have affected the daily lives of the people during the Meiji Era?

### SKILLS CENTRE

Turn to **How to Communicate Ideas and Information** in the Skills Centre to review how to make a speech.

## How Did Japan Change Its Military System to Meet Political Needs?

In Western countries, the military was part of the political and economic systems. Japan also wanted a strong military for several reasons:

- A strong centralized army of obedient and disciplined soldiers would strengthen the government. The leaders saw that the military system they were creating was an extension of their political-military goals. With a strong military, the government could bring about change and defeat any internal opposition.
- Without military strength, Japan would always be considered a minor nation by Western powers. A strong military force was necessary for Japan to renegotiate the unequal treaties of the 1860s.
- Japan wanted to become a colonial power. The Meiji leaders believed that countries that had colonies, such as Britain and France, were highly respected.
- The leaders needed a strong military to ensure they could meet their political goals.

In the 1880s, the deputy chief of the Military General Staff explained why Japan needed an army.

**Nations maintain an army for two reasons. First, to defend themselves against enemy attack and preserve their independence. The armies of most second-class European nations are of this kind. Second, to display the nation's power, resorting to arms when necessary to execute national policy, as in the case of first-class European powers. Japan's aim in maintaining armed forces is not that of the second-class nations but that of the first-class powers.**



Japanese contingent of the International China Relief Expedition in Beijing, 1901

**gunboat diplomacy:**  
political negotiation supported by the threat or use of military force



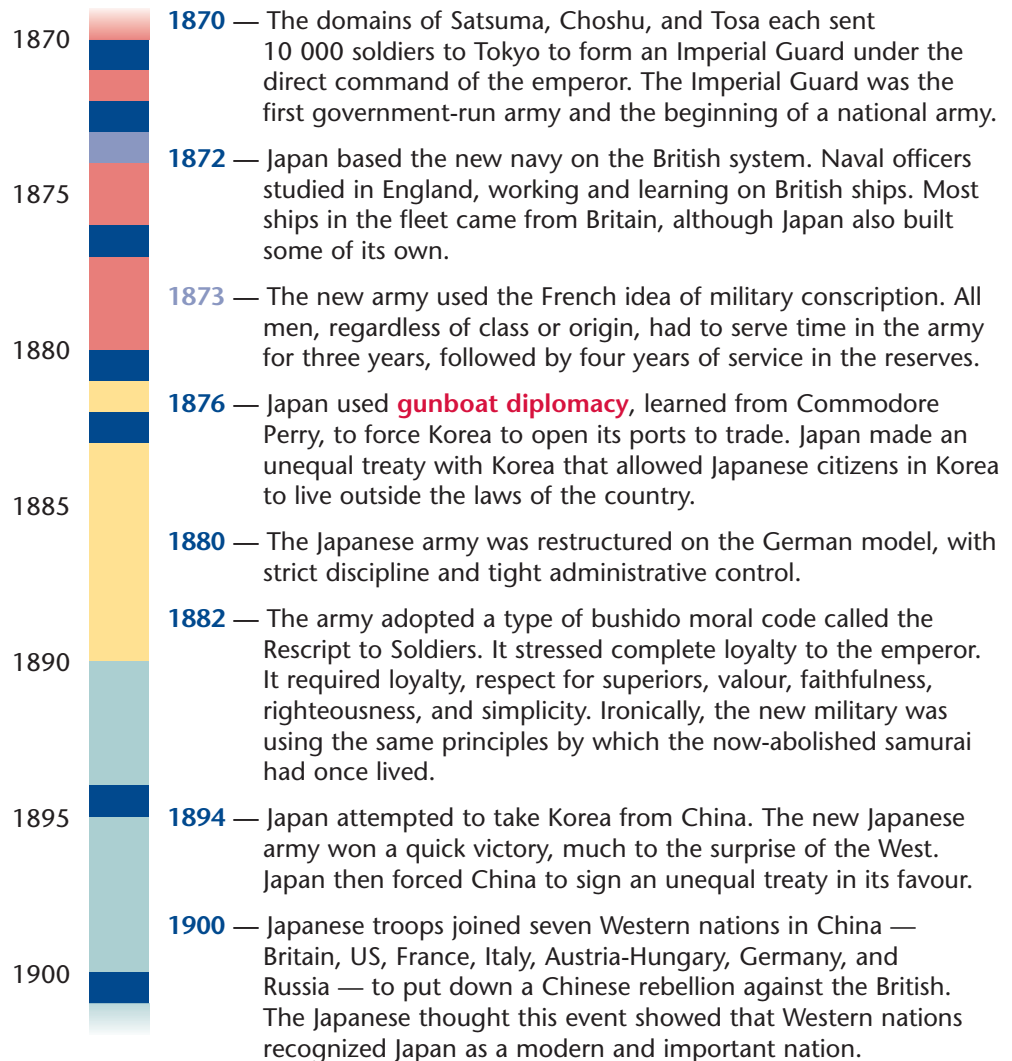
The *Kasagi*, a cruiser in the Japanese navy, photo between 1890 and 1901. By 1894, Japan had modern dockyard facilities and a fleet of 28 modern ships as well as torpedo boats.

*I wonder ... what does this show about the changing Japanese worldview?*

Japan decided to develop a powerful army and navy. It used the British navy and the German army as its models. Many of the new leaders had military experience from the previous wars. Satsuma had built up a strong naval squadron and Choshu had a strong army. Both domains used Western models to train their armed forces.

At the same time as Japan was building a new army, the Western nations were reorganizing and rebuilding their own armies. These countries used the lessons they learned from the wars of Italian and German unification, the American Civil War, and the Franco-Prussian War to modernize their own forces.

### The New Military





Samurai, woodcut print, Edo Period



Military men in peace negotiations with Chinese, print, 1895

Notice the differences between the military men in these two images — the uniforms, weapons, and haircuts. Even the way they pose is different. The first image shows a young samurai. The second photo shows a group from the conscript army, who were trained using Western models.



*I wonder ... how did the worldviews of the military change in the Meiji Period?*

Emperor Meiji. A key element of both the military and navy training programs was the emphasis on loyalty to the emperor. The emperor wore a military uniform to symbolize his bond with the military. In Japan, the military was independent of the government and responsible only to the emperor. In most democracies, the military is under the control of the elected government.



The national military changed the Japanese worldview by breaking down class and regional differences. Young Japanese peasants, many of whom had never been outside their villages, were forced to leave their homes. They received educational training, whereas before, many would have remained illiterate. When these young men returned to their homes after conscription, they brought modern technology, such as steam-powered machinery, to the villages. They also brought with them a new sense of nationalism and loyalty to the emperor. These new attitudes were passed on to their families and fellow villagers.

Japan's military success changed the influence and power that it had with other nations in the area. The military also helped to keep the nation united in its great mission that of making Japan a great power and protecting its independence.

#### REFLECT AND RESPOND

1. Why did Japan need a strong national military? What ideas did the Japanese borrow from other countries as they created a new military model?
2. Pick one of these topics to discuss with your group:
  - a. The military is part of the political and economic element of worldview. How could the military be used as a powerful tool for uniting citizens?
  - b. How were the traditional values and beliefs of the samurai used to create a strong military?
  - c. How is our society's worldview reflected in Canada's military and its missions? Do you think Canada's military role has changed over the years?

## How Did Japan's New Worldview Change Its Social Systems?

When Japan's leaders implemented rapid change in the political system, other aspects of society were changed as well, especially the social system. The traditional feudal system was eliminated, so the rigid class structures that had controlled Japan's citizens for centuries were dismantled. Individuals were now free to better their status, change occupations, and move around the country as they desired. Key to providing opportunity to citizens was the education system.

The Lives of the Daimyo Changed	The Lives of the Samurai Changed	The Lives of the Commoners Changed	The Lives of the Farmers Changed
<ul style="list-style-type: none"> <li>• The court nobility and the daimyo were merged into a single aristocratic class.</li> <li>• The daimyo could no longer get money from their domains. The government gave them a one-time lump sum of money. They were also provided with generous pensions. The government took over any debt they had accumulated on the domains.</li> <li>• They were invited to Tokyo where the government set up national banks to assist them in investing their capital in new businesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Initially, samurai were still given their allowances, but these were reduced significantly and eventually eliminated.</li> <li>• Military conscription symbolically ended the importance and privilege of the samurai. They were forbidden to wear the ceremonial swords and eventually, their special dress and hairstyle were out of fashion.</li> <li>• The samurai were given permission to become tradespeople, farmers, and business owners. Many samurai who had been educated and trained for public duty became involved in other areas, including business, government, and education.</li> </ul>	<ul style="list-style-type: none"> <li>• The feudal system was abolished, so people with lower incomes had the opportunity to move to positions of higher pay.</li> <li>• Commoners were allowed to have surnames.</li> <li>• The ban on intermarriage between samurai and commoners was lifted, blurring the old class lines.</li> <li>• The lowest classes were raised to the status of commoner. Although this was a positive move, these people were now subject to the same tax and legal obligations to the state as everyone else. Previously, they had been ignored by all segments of society.</li> <li>• Christians were allowed to practise their faith.</li> </ul>	<ul style="list-style-type: none"> <li>• Farmers were given ownership of their lands and were free to grow what they wanted. They now had the freedom to move about and sell their products at markets. However, they had to pay a 3% tax on the land.</li> <li>• When peasants of small farms were unable to pay their taxes, perhaps due to poor crops, they sold their lands to wealthier farmers and then became tenant farmers. Although some of the wealthier landowning farmers gained prosperity and status over the years, most tenant farmers lived in poverty.</li> <li>• Previously, many farmers had negotiated with their daimyo during famines and droughts. Now they were forced to work with a bureaucracy that was impersonal and inflexible.</li> <li>• The 3% land tax was a more equitable tax (than a tax on production), but for some farmers, taxes rose and caused hardship. Many grew angry as they noticed that the merchant class was becoming more wealthy. A series of violent protests by the farmers was quickly put down by the newly formed national army.</li> </ul>

The adaptations that occurred during the Meiji Period changed the way Japanese society was organized.

The Iwakura Mission discovered that strong Western nations had strong educational systems. They believed that Japan would never become a modern nation unless its citizens were educated.

The government decided that for the people to accept and carry out new reforms, a long-term education plan was needed. Through education, the government could strengthen national and social unity, widen the support of the people, and ensure that values of citizenship and duty were taught to all.

During the Tokugawa Era, the schools had been mainly for samurai children. The children of the other classes — the farmers, artisans, and merchants — attended locally run schools that had no set curriculum, but focused on practical knowledge such as basic reading and writing. In the Meiji Era, technical schools were set up, and elementary school became compulsory for all children. A standardized curriculum was developed.

Japanese classroom, September 29, 1905. Mori believed that primary education should focus on strengthening children's awareness and support of the state so that students would learn to conform. Initially, tuition for primary schools was paid by parents and subsidized by the local communities, but by 1905, education was free for all children. Teachers were trained in such a way that there was no variation in how they presented classroom lessons. At each level, every student learned the same thing at the same time in the same way.



In 1871, the government established a Ministry of Education to develop a national education system. The goal was to establish a school system for all children that would break down class and regional identities and help raise the standard of living in the country.

Many changes occurred after the introduction of the national education system. It moved to local administration and then back to control of the national government.

In 1884, Mori Arinori became Minister of Education. He restructured the national school system to include universal primary and middle schools and a system of universities. The system he implemented remained in place for more than 60 years. The government curriculum promoted strong, common moral values, a strong national identity, and loyalty to the emperor.

Mori believed that universities should have academic freedom so students could learn to be innovative. He established the Imperial University, later called Tokyo University, and a second national university in Kyoto. Tuition was free for those accepted into the government-run universities, and graduates were automatically qualified for jobs with the government. Private universities were also established.

The reforms in Japan were unlike many of the European revolutions. Commoners did not attack and kill members of the nobility in order to force change. In fact, it was members of the government, all from the privileged samurai class, who abolished the class system.

## In Canada

- Education is compulsory and free for children between 6 and 16 years of age.
- Education is the responsibility of each of the ten provinces and three territories. There is no federal Ministry of Education and no standardized national education curriculum.
- By federal law, Francophone citizens outside Québec are guaranteed education in French where numbers warrant. The same rights apply for Anglophone citizens in Québec to receive education in English.
- The federal government is responsible for educating First Nations students in reserve schools.

## REFLECT AND RESPOND

1. Why did the Japanese government decide that it was important for everyone to be educated? How did this aspect of the Meiji worldview differ from the Edo worldview?
2. How does education give people social mobility?
3. Choose one of the following topics to discuss with your group:
  - a. In Japanese elementary schools during the Meiji Period, everyone learned the same thing at the same time and in the same way. How did this approach to education differ from the humanist approach during the European Renaissance?
  - b. How did traditional values and beliefs influence the new education system?
  - c. Which is more important for a strong nation: conformity or innovation?
  - d. How does the worldview of a society affect the education system that it creates? How does the education system support the worldview of a society?
4. Tell the story of these changes in Japan from the perspective of one group of people: daimyo, samurai, commoners, or farmers. You may, for example, write a conversation between two people discussing how their lives have changed.

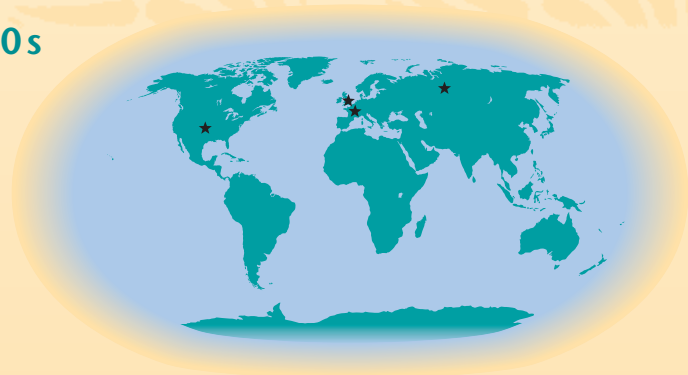
Children playing hopscotch in Japanese village, 1900. The lives of the ordinary Japanese in towns and villages were difficult and didn't change quickly. There was confusion among the people because roles and responsibilities were no longer clearly identified.



## Same Time, Different Place

### Political and Social Change, 1800s

The mid-19th century was a period of important political changes in many parts of the world. Very often, these changes were the results of civil wars or wars between countries. Governments also passed new legislation that could affect both the political and social systems.



#### Russia

Russia had maintained a feudal system of land ownership far longer than most European countries. March 3, 1861, new legislation called the Emancipation Manifesto was passed, granting the full rights of free citizenship to serfs. The manifesto stated that peasants would be able to own land and set out a method for them to buy land from the landlords. The legislation did not immediately change the lives of the peasants.

#### England

In 1867, the government passed a new law called the Reform Act of 1867. This law greatly increased the number of men who could vote in British elections. The new legislation allowed all adult male urban householders to vote. As well, urban male lodgers who paid a set minimum amount of rent per year for unfurnished rooms were also given the right to vote. For the first time in British history, working-class men, not just wealthy men of the aristocracy, could vote.

#### France

After the collapse of Napoléon III's empire, the Third Republic (1870–1940) was established. Government was by a Republican parliamentary democracy. In 1905, the Law on Separation of Church and State was introduced.

#### United States

At the end of the American Civil War (1861–1865), the United States Congress approved the 13th Amendment to the American Constitution. It stated

**Neither slavery nor involuntary servitude, except as a punishment for a crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.**

Not all states immediately agreed to this amendment. The state of Mississippi was the last to **ratify** it, but not until 1995.

**ratify:** to approve formally

*I wonder ... were ideas about human rights becoming more important?*

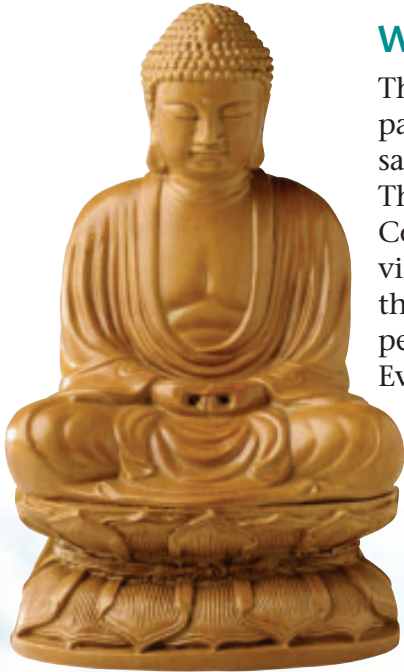
*I wonder ... why were all men not given the right to vote? Why did they not mention women here?*

## How Did Japan's Culture Change?

Values and beliefs about culture, social systems, and political and economic systems are the basis of a society's worldview. These values and beliefs changed in Meiji Japan.

### What Role Did Religion Play?

The oligarchy wanted to make Shintoism the national religion and part of the school curriculum. They felt that everyone having the same belief system would create greater unity in the country. The government hoped the people would discard Buddhism and Confucianism. There was confusion, however, because the Confucian virtues were still being taught in the schools, the military, and through bushido. No matter what the government dictated, many people still believed in and practised Buddhism and Confucianism. Eventually the government had to allow Buddhism as a religion.



Japanese Buddha

Kiyomizo Temple, Kyoto



## How Did Attitudes Change?

Young Japanese intellectuals believed that if Japan was to succeed, then the individual had to succeed. They used mottos to promote this idea: *bunmei kaika* (*boon-mie-kie-kah*), "Civilization and Enlightenment," and *risshin shusse* (*rees-sheen-shoos-she*), "Be a Success."

New periodicals and newspapers wrote about the ideals of liberty and individualism, in contrast to the old Japanese belief system in which individualism was not valued. The individual was to work in harmony with family, community, or business groups. As the work to remake Japan continued, the phrase *kuni no tame* (*koo-nee-noe-tah-meh*), "For the sake of the country," was often heard.

A new sense of nationalism emerged. The Meiji government had failed to renegotiate the unequal treaties; people began to feel bitterness towards the West. There was also a fear that the move towards a Western lifestyle had gone too far and Japan was losing its identity. These attitudes were expressed by a group of writers who argued for the virtues and importance of Japan and things Japanese. They wrote about the importance of retaining Japanese traditional values.

## How Did Ideas of Citizenship and Participation Change?

With increasing education and the dismantling of the class hierarchy, the peasants had the opportunity to become involved in more than day-to-day concerns. Many became strong lobbyists and wrote letters of protest to the government when they believed they were being treated unfairly. During the Tokugawa Era, it would have been unheard of to lobby the government or complain. No individuals, especially commoners, would have felt they had the right to demand more. In fact, these new attitudes surprised and frightened the Meiji leaders who still believed there was a need for strict government control over the country.

**filial:** showing proper respect

Government leaders decided that Japan should continue to move towards a modern society, but not at the expense of the traditions and values that made it uniquely Japanese. Japan was to continue as a centralized family-style state in which the emperor was like the father of the nation to whom everyone was loyal.

Today, the Japanese still demonstrate their respect for strong family and social values. The collective is perceived to be very important, although individual responsibility and success are valued. The Japanese culture also maintains many of its traditional art forms.

Be **filial** to your parents,  
affectionate to your brothers and sisters;  
as husbands and wives be harmonious;  
as friends, true;  
bear yourselves in modesty and  
moderation...  
always respect the constitution and  
observe the laws;  
should emergency arise, offer yourselves  
courageously to the State...

### REFLECT AND RESPOND

1. How was religion used to unify the Japanese people?
2. a. Discuss whether you agree with this statement: Individuals had to succeed in order for Japan to be successful.  
b. Do you think Canada's success as a country today depends on the success of individuals?
3. How did attitudes about citizen involvement in politics change in Meiji Japan?



## INFLUENCE

## Japonisme

After Japan opened its borders to the West in the 1850s, Americans and Europeans became entranced with Japanese art and culture. This enthusiasm is described by the French word *Japonisme*.

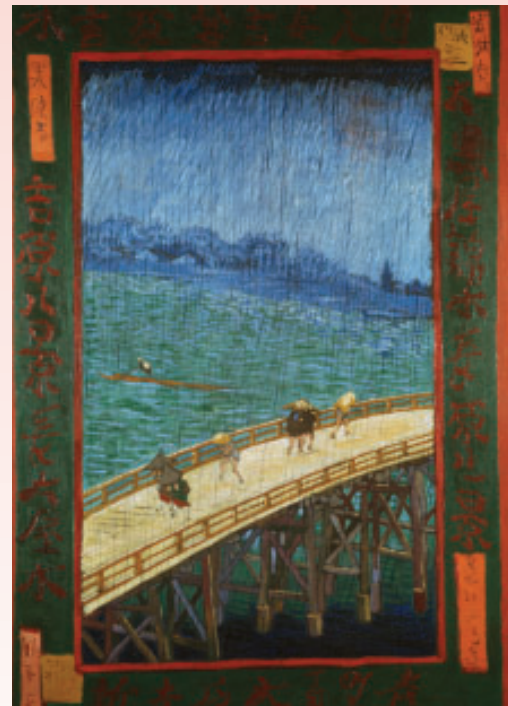
Japonisme influenced Western painting, sculpture, graphic arts, architecture, and ceramics. Many famous European artists were influenced by Japanese art, including Vincent Van Gogh, Claude Monet, and Auguste Renoir.

In 1862, a world exhibition in London displayed a wide range of Japanese prints, ceramics, and lacquerware. The upper and middle classes in Europe soon demanded these goods for their homes and lives. The craze for Japanese articles went beyond the desire for fine art. Europeans and Americans became excited about all things Japanese, including decorative arts, interior design, furnishings, clothing, fashion accessories, and even Japanese literature and theatre. In 1878, the Paris World Fair included many pieces of Japanese art.

A similar response to First Nations and Métis culture happened in the late 1800s. Americans and Europeans travelled across North America collecting First Nations and Métis items that represented all aspects of their culture, including many spiritual objects. Travelling roadshows hired First Nations and Métis individuals to showcase aspects of their way of life, especially their riding and hunting skills, across North America and Europe.



Hiroshige print. At the same time that Japanese art was influencing Western artists, the Western artists influenced Japanese art. As the Ukiyo-e (*oo-kee-yoe-eh*) prints became valuable collectors' items in the West, they lost their appeal in Japan.



Japan influenced artists such as Van Gogh (1853–1890), as shown in his *The Bridge in the Rain*, a reworking of the Hiroshige print.

*I wonder ... are style trends today affected by cultures that some consider exotic?*

## FOCUS ON INQUIRY

# How Has the Modernization of Japan Influenced Our Lives in Canada Today?

Throughout both the Edo and Meiji years, Eastern values were used to make decisions at both the political and personal levels. Some of those Eastern values, which were found in the Japanese worldview of those times, included loyalty to Japan, loyalty to superiors, and personal honour and integrity. These values originally came from the bushido code, which only the samurai followed in Edo times.

In the Meiji Era, the class system was abolished and all Japanese were encouraged to adopt samurai ideals. More people received an education, and businesses and the overall economy flourished. In only ten short years, between 1860 and 1870, Japan had adopted Western technology and implemented changes to become a powerful nation, respected by the rest of the world. The Japanese worldview adapted and changed as their way of life changed.

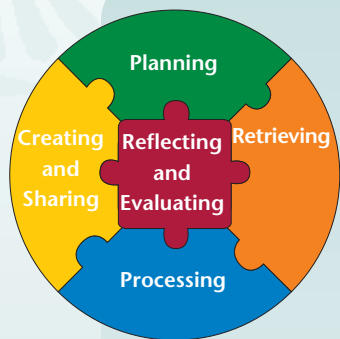
The modernization of Japan, which began over 150 years ago, affects Canada even today. If you look carefully, you can find many examples of Japanese influences on Canada — economically, politically, socially, and culturally.

*I wonder ... how could Japan have changed from a feudal society to a modern society in only ten years? Why did it take other countries hundreds of years to change from feudalism?*



Japanese cars are popular around the world. There are several plants in Canada that produce cars for Japanese companies.

*I wonder ... when did Japan begin producing cars?*



## Using Your Inquiry Skills

This activity gives you a chance to practise all the phases of an inquiry process.

### How has the modernization of Japan influenced our lives in Canada today?

In this activity, you will conduct an inquiry project in groups. Your challenge will be to find evidence of modern Japan’s influence on our lives in Canada today. This project is an opportunity to carry out an inquiry from start to finish. Read the tips in the Inquiry Model on the next page for ideas.

Collect items and organize them into categories. For example, you may find brochures advertising Japanese products, newspaper articles, ads in the Yellow Pages, web pages, or restaurant menus. You may take or find photographs of Japanese gardens, activities, people, designs, clothing, foods, entertainment, businesses, and festivals. You may search in the library, on the Internet, in your home, and in your community.

Once you have organized your items into categories, sort the categories into the three elements of worldview: culture, social systems, and political and economic systems. Some of your categories may fit in more than one element.

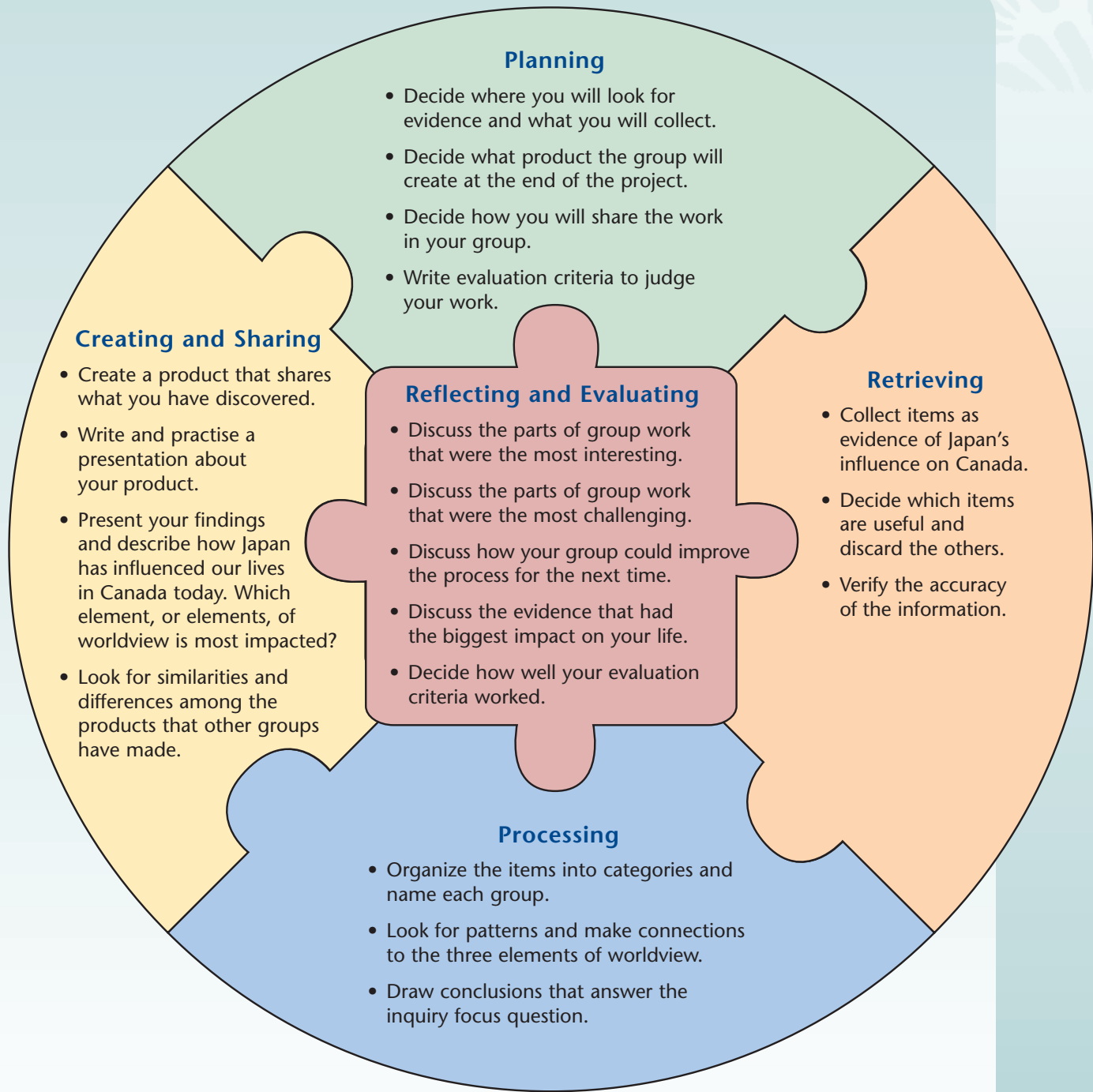
*I wonder ... what are the ways in which Japan is like a Western country?*



Japan is regarded as one of the Western nations. It is a founding member of the G8 (the group of the eight leading industrial democratic governments in the world who meet each year to discuss economic and political issues). This photo shows part of the G8 meeting in 2005. From left to right: President George W. Bush, US; Prime Minister Paul Martin, Canada; President Jacques Chirac, France; Prime Minister Junichiro Koizumi, Japan; Prime Minister Silvio Berlusconi, Italy.

A total of 17 million foreign tourists visited Canada in 2005, of which about 670 000 were from Japan, ranking them third in number behind the United States and the United Kingdom.

*I wonder ... what are the most popular Canadian destinations for Japanese tourists?*



## How Did Changes in the Edo Period Compare to Changes in the Meiji Period?

This chart summarizes the key changes that occurred during the Edo and Meiji Periods. Think about these developments and imagine their impact on the people of the time.

Element	Edo Period	Meiji Period
<b>Political and Economic Systems: Government</b>	<p>Japanese politics was based on a feudal system. The shogun demanded loyalty from the daimyo. In return, the daimyo were allowed to set their own rules and regulations over their domains. The residents had to be loyal to the daimyo.</p> <p>There was a decentralized form of government. Each domain was ruled by its own Han. The shogun and Bakufu ruled over the daimyo. Individual rights were not considered, nor were they expected by the Japanese people.</p>	<p>Feudalism was abolished. All Japanese were to be loyal to the emperor. A centralized government dictated rules and regulations for the entire country. In 1889, the emperor adopted a constitution that allowed some individual rights. Although not a truly democratic charter, it did provide a mechanism for the will of the people to be expressed through the election of the Lower House.</p>
<b>Political and Economic Systems: Land Ownership</b>	<p>Japan was divided into domains that were the property of the daimyo.</p>	<p>Domains were abolished and the country was divided into prefectures or districts. Farmers could own the land they worked.</p>
<b>Political and Economic Systems: Taxes</b>	<p>The daimyo were required to pay taxes to the shogun. Tax assessment was based on crop production; the koku was equal to approximately 175 litres of rice. Taxes were paid with products, not currency. Taxes paid to the daimyo were the responsibility of each village unit on the domain.</p>	<p>Taxes were collected directly by the central government. They were based on 3% of the land value and were paid with money. Taxes were the responsibility of each individual landowner, not the village unit.</p>

Element	Edo Period	Meiji Period
<b>Political and Economic Systems: Military</b>	The shogun had the largest army. Each daimyo had an army made up of their samurai. Some daimyo whose domains were on the coast established a small navy. Over time, however, the daimyo armies became much smaller. There was no need for large armies, and they were too expensive to maintain.	The Edict for Conscription, 1873, made military service compulsory. Foreign military models were studied. A German model was used to organize the army, and a British model was used for the navy.
<b>Political and Economic Systems: Foreign Relations</b>	The priorities of the shogun were peace and order. The Bakufu believed that the best way to maintain peace and order was to isolate Japan from the rest of the world, so it established the National Seclusion Policy. At the end of the Tokugawa Period, the unequal treaties were signed. The signing of these treaties was a major factor in the downfall of the Bakufu.	The priority of the Meiji leaders was to build up Japan's strength to that of the Western countries in order to maintain its independence. To do this, the Japanese travelled abroad to study Western military practices and learn about Western technology. Experts from the West were invited to Japan to modernize the country. A major goal of the government was to renegotiate the unequal treaties.
<b>Social Systems: Education</b>	There were no government-run schools. Two types of schools developed. The hanko schools provided education to sons of the samurai class. The second type of school, the terakoya school, provided schooling for the sons of commoners, although many children were not educated. These schools were usually run by a single person or couple who focused on teaching moral training and basic literacy and numeracy.	A Ministry of Education was established and a standardized school curriculum was set by the government. Three levels of schools were established: primary, middle, and university. Primary schooling was compulsory for boys and girls.
<b>Social Systems: Class Structure</b>	The feudal system dictated strict class structure and social roles.	The feudal system was abolished. The class hierarchy was dismantled. Individuals were to take advantage of social mobility.
<b>Culture</b>	Society was very traditional, developing many artistic forms such as kabuki, tea ceremonies, and printmaking.	Society adopted many ways of the West but maintained most cultural traditions as well.

# End-of-Chapter

## Conclusion

**seppuku:** ritual suicide by disembowelment by a sword; also known as hara-kiri

Japan wanted to be recognized as a power equal to the countries of the West. The leaders believed that they needed a strong central government so citizens of Japan would be united in modernizing Japan.

Life for the Japanese was altered drastically during the Meiji Era. The old social order was dismantled. Technological and economic changes affected the lives of people in both the cities and in the rural areas. The Japanese worldview changed dramatically in some areas, but stayed the same in others.

The Meiji Era ended with the death of the emperor in 1912. His key advisors committed **seppuku** when they lost their lord, just as samurai had done for centuries. Some customs and traditions did not change easily in Japan.

Crown Prince Yoshihito became emperor, ending the Meiji Period. The Taish Period (Great Righteousness), 1912–1926, began.

Crown Prince Yoshihito



### Review and Synthesize

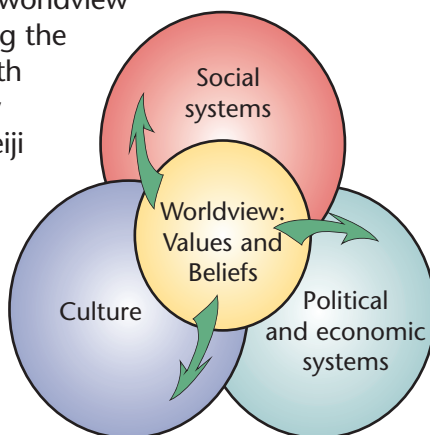
1. Use a chart like the one started here to analyze the problems or challenges faced by the leaders as they modernized Japan and the solutions they adopted.

	Challenges	Solutions
Political System		
Economic System		
Social System		

2. Imagine that you work in a museum. Write a description to post beside a samurai costume that will tell how the lives of samurai changed during the Meiji Era.
3. Compare the worldview of Japan during the Edo Period with the worldview during the Meiji Period.

### Inquiry

4. Gather all of your inquiry projects from chapters 1 through 6 into a portfolio. Examine your work, looking for evidence that you understand the inquiry process and can apply the inquiry skills. Write a list of goals that will guide you to improve your skills in future projects. Submit the entire portfolio to your teacher for assessment.



### Show What You Know

5. The Japanese leaders used many strategies to modernize Japan. Select one strategy and explain:
  - a. What problems were they trying to deal with?
  - b. What solutions did they try?
  - c. How were people's lives affected by the changes?
6. What values and beliefs were most important in guiding the leaders' decisions during modernization?
7. Simulate a cabinet meeting of the Dajokan (Japanese parliament) to decide which of the modernization strategies are the most important in moving Japan forward. You will make a speech at the cabinet meeting and participate in an informal debate. To prepare for the meeting, you must become knowledgeable about how Japan modernized its political, economic, and social systems.

### Closure

8. **Share:** Host a special event to share with students in other classes what you have learned in this case study. Act as a student guide to conduct a Gallery Walk, explaining key influences on Japan during the Edo and Meiji Eras. Use the bulletin board display you created during the case study.
9. **Discuss:** In the Meiji Period, Japan wanted to be recognized as an equal to Western powers. Did it achieve this goal?
10. **Reflect:** How do the core values and beliefs of your worldview affect the decisions that you make? What influence does the past have on your life?



## CASE STUDY TWO

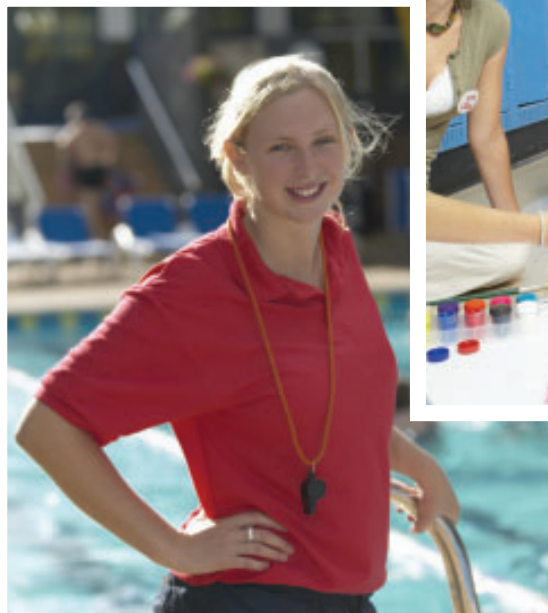
# Conclusion

### Who Are You? A Leader

Think about what you have learned from this case study that can affect you in your daily life. In this case study, you encountered many examples of leadership. A powerful shogun ruled over the people of Japan and used rules and laws to control the daimyos. A samurai warrior protected the domain and became an able administrator. A poet, artist, or writer influenced people to think about things in new ways. A group of dissatisfied citizens held a protest. Think about leadership and what it means to you.

- Leadership is not always about who has the authority. Even in a group that has a boss, a king, a captain, a premier, or someone in a position of authority, there will also be those who influence other people.
- Standing up for what you value and believe is a form of leadership. Sometimes this takes great courage.
- Good leaders think of others, rather than themselves, and provide service to others.

Leadership is becoming skilled at something. A lifeguard is concerned for the safety of swimmers.



Leadership is getting involved in school activities. The students who serve on the school council volunteer their time and creativity to improve school life.

Leadership is helping others. A student volunteers time at a seniors' centre.



Leadership is participating in community events, such as the Terry Fox run. The runners volunteer their time and energy. The organizers volunteer their time and skills. The sponsors contribute funds to Cancer research. Here, Judi Alder, Terry Fox's sister, travelled from British Columbia to participate in the Terry Fox run on the Confederation Bridge, September 18, 2005. More than 14 000 people took part in the run on the bridge.

### THINK ABOUT IT

1. Think about the meaning of leadership.
  - Work in a group to list the qualities of a leader. You may wish to do some research on a number of people your group considers leaders and determine some of their qualities. Does a leader have energy, imagination, generosity? What qualities are most important in a leader?
  - Find examples of leaders in your community. What values and beliefs are most important to each one?
2. Think about leadership in your own life.
  - What leadership qualities do you have? What qualities can you improve?
  - How do you respond to leaders? What types of leaders do you appreciate the most?
  - What values and beliefs do you have that will affect the type of leader you will be?
  - In what ways are you a role model to others?
3. Do something that will make a difference. Be a leader.
  - Get involved in school activities. Spend one week looking for opportunities to get involved and, at the end of that time, make a commitment to one thing.
  - Get involved in community activities. Find out how you can volunteer to help an organization, project, or cause in your area. Develop a plan to become an involved citizen.