

15

Contact and Change in Meiji Japan



FIGURE 15-1 This pen and ink drawing done in the 19th century shows the arrival of Commodore Perry's ships. For many years most ships from the West had not been welcome in Japan. How would you describe the reaction of these Japanese to the arrival of foreign ships?

WORLDVIEW INQUIRY

In what ways does a society's worldview affect its ability to adapt to rapid change?

1853. Commodore Matthew Perry's ships arrived in Uraga Harbour. It was the first Western military force to enter Japan.

One morning, the residents of a small Japanese fishing village awoke to an shocking sight. On the water were “black ships of evil mien [appearance]” puffing smoke. These steamships were under the command of Commodore Matthew Perry of the United States.

Fishers pulled in their nets and rowed to shore. People ran into their houses and hid. Temple bells rang. Japanese guard boats could not keep up with the black ships as they proceeded toward Edo, the capital.

When the Americans came ashore, they felt they had been transported back in time. Warriors with two swords, archers with long bows, cavalry, and foot soldiers lined the shore, as did bronze cannons in the old Portuguese style.

The Japanese, too, were amazed by what they saw. Here on Japanese soil, were giants of men with long noses, round eyes, and blond, red, or brown hair. Why had they come? What did they want of the Japanese people?

The Americans had more powerful weapons than the Japanese. How do you think this would influence the way the two countries would deal with each other?



In This Chapter

In the last chapter, you saw that many years of isolation led to peace in Japan and pride in the Japanese identity. Isolation had also prevented Japan from taking part in the technological revolution that had been taking place in countries like the United States. Perry's arrival and his demand that Japan open itself up to international trade was about to have a huge impact on Japanese life. How would the Japanese respond to the idea of trade with the United States? How would the other Western countries respond to US efforts to open up Japan? What changes would take place in Japan? What stresses would these changes have on traditional Japanese society?

The End of Isolation

What factors motivated Japan's decision to end its isolation?

LINK UP

In Chapters 5 and 6, you read about the expansionism and colonialism that took place as a result of the travels of European explorers. The attempts by Europeans to establish trade with Japan were a continuation of the process that had begun in the late Renaissance. ■

Think IT THROUGH

Before Perry left, he gave the Japanese white flags that they could use to indicate their surrender. If you were the Japanese, how would you have interpreted these flags?

Imagine another country approached the Canadian government and demanded massive changes in the way Canada interacts with the world. How do you think Canadians would feel? What factors might make Canada submit to this pressure? In what ways might this submission affect the identity and worldview of Canadians?

As you read previously, Commodore Perry's arrival was not the first time foreign countries had attempted to establish trade relations with Japan. The Portuguese and the Dutch had had some success, but Japan had been able to control its contact with them and maintain its policy of isolation. In the early 1800s, more foreign ships—Russians, British, and Americans—began to arrive. The Japanese response was to keep them out, using force if necessary.

However, Perry's visit was to be different. This time Japan would lose its battle to remain a closed society. When a country makes a change like this, it is usually because of pressures from inside as well as outside. What were these pressures and why were they successful?

Pressure From Outside

The arrival of Commodore Perry caused a reaction similar to Cortés's arrival in Mexico. Here were strange people behaving in a threatening manner. What would be the right response to the danger presented by these strangers?

Perry's Strategies

On July 14, 1853, Perry sailed into Uraga Harbour with 2 steamships, 2 sailing vessels, 977 men, and 66 guns, which were larger than any the Japanese had seen before. He presented a letter from President Millard Fillmore. Look back at a portion of this letter on page 323. As well as trade, it also asked for protection for shipwrecked American sailors and the right to buy coal for ships. Perry said that he would return for the Japanese answer to these demands.

FIGURE 15-2 This painting by Wilhelm Heine was done in 1855–1856. It is called *First Landing of Americans in Japan*, even though other Americans had set foot on Japanese soil earlier. What might the title suggest about how the Americans viewed this particular landing?



In 1854, Perry did return with eight black ships and more troops. This time, he and representatives of the shogunate signed the Treaty of Kanagawa. It opened two Japanese ports to American ships, established an American consulate in Japan, and accepted the demands regarding shipwrecked sailors and coal. In 1858, a commercial treaty giving further trading rights to the United States was signed. That same year, Japan signed similar treaties with England, France, the Netherlands, and Russia. Many Japanese were unhappy with the terms of these “unequal treaties,” which had been forced on them. They had lost control over their trade.

Zoom In > American Expansionism

Why did the Americans feel that they had the right to make these demands of the Japanese? Less than 100 years before Perry’s landing, the United States had fought the War of Independence against Britain and had become an independent country. Since that time it had continuously expanded its territory westward toward the Pacific Ocean. The powerful, pioneering spirit that stimulated this expansionism was given the name “Manifest Destiny.” Manifest Destiny was the belief that the United States had a mission to spread its territory and its ideas about democracy and economics westward across North America and beyond.

- How does Manifest Destiny help to explain Perry’s mission to Japan?

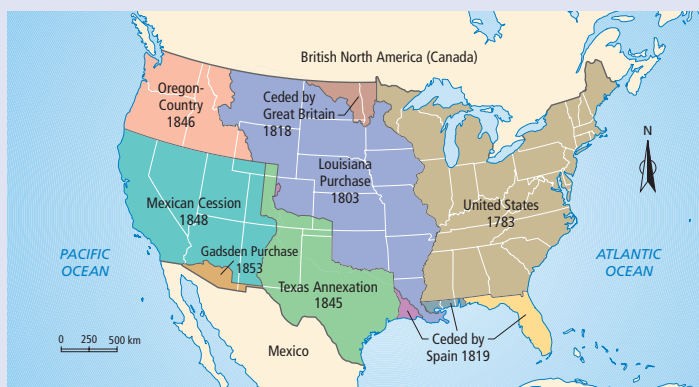


FIGURE 15-3 This map shows the areas that were added to the United States and the date for each one.

- Manifest Destiny included the belief that the west was empty. What impact did American actions taken as a result of this belief have on Aboriginal peoples?

EXPLORING SOURCES

It is agreed that if at any future day the Government of Japan shall grant to any other nation or nations privileges and advantages which are not herein granted to the United States and the citizens thereof, that these same privileges and advantages shall be granted likewise to the United States and to the citizens thereof, without any consultation or delay.

Treaty of Kanagawa

This is Article IX of the Treaty of Kanagawa.

- What privileges does this article give to the United States?
- Why would this article be beneficial from the American perspective?
- What does it suggest about the American attitude toward Japan?

The Perry Expedition

In 2003, there were many activities in both Japan and the United States commemorating the 150th anniversary of Perry's arrival. For example, in Newport, Rhode Island, where Perry was born, a Black Ship Festival was held. In Yokosuka near where Perry first stepped onto mainland Japan, townspeople reenacted the handing over of President Fillmore's letter. However, there are still differences in people's viewpoints about Perry's actions.

Yuzo Kato, former president of Yokohama City University

Yuzo Kato feels that it is important that Perry brought along generous gifts for the Japanese leaders.

Still today, bringing gifts is a diplomatic practice only on missions that don't involve force. When people aim to wage war, they're not going to bring anything nice.

Professor Takahashi Inoguchi, Tokyo University

He [Perry] must have been well prepared for battle. Perry was a navy man and it was, and still is, common to be armed.

Professor William Steele, International Christian University

Professor Steele believes that people's ideas about Perry have been affected by current behaviour of the United States.

Perry didn't come with a large group of ships, but only four. He had to be careful in his negotiations because Japan did have military forces around. He had to use other means of diplomacy [than force] . . . Perry was successful, using food, music, psychology and gifts. His style was soft diplomacy that ended up [being more] effective than just guns.

**The Daily Yomiuri (Tokyo),
July 18, 2003.**

Professor John H. Schroeder, University of Wisconsin-Milwaukee

Perry's expedition is now largely forgotten, but we would do well to remember his achievement. Today, in an era when the United States readily employs its overwhelming military force and its vast economic resources to impose its will abroad, it is instructive to remember that Perry achieved his limited objective without firing a shot in anger. In the process, his mission left a mixed legacy of resentment and respect.

Milwaukee Journal Sentinel, July 13, 2003.

Think IT THROUGH

1. List under each speaker the ideas he presents. What similarities and differences do you see?
2. Which of these quotations contain generalizations? Do you think the generalizations make the viewpoint less convincing? Why or why not?
3. Were you surprised that some Japanese people celebrated Perry's arrival? Explain your thinking.



FIGURE 15-4 Members of a US navy band participate in a Perry festival in Japan. Why from the perspective of band members might this event be a reason to celebrate?

In Canada, 45 years later, the eighth treaty between the First Nations peoples and the Queen of England was signed. It concerned an area of approximately 840 000 square kilometers, home to 39 First Nations communities. It covered northern Alberta, northwestern Saskatchewan, northeastern British Columbia, and the southwest portion of the Northwest Territories. The First Nations signatories believed that they were agreeing to a partnership agreement that would be honoured “ . . . as long as the sun shines, the grass grows and the rivers flow . . . ”

The Japanese Response to Perry

Japan had held out against opening up to trade for hundreds of years. Why did the Japanese now respond to Perry’s visits as they did?

One answer is that Perry’s show of military strength worked; the Japanese recognized that the Americans had weapons that were far in advance of their own. They did not want to bring about a war that they might lose.

Another answer is that the Japanese used their knowledge of what had happened between European powers and their Asian neighbours to help them make a decision. They decided that they wanted, above all, to avoid being “another China.”

A few years earlier, in 1839, there had been a war between China and Britain. The Opium War had come about as a result of trade between the two powers. To balance its trade with China, Britain began to support the smuggling of opium, an addictive drug, from its Indian colonies into China. When the Chinese tried to ban the sale of opium, Britain sent warships and troops to attack Chinese ports. The British won the war and China ended up signing a series of “Unequal Treaties” with a number of European countries, which opened it up to trade. One commentator described China as being “carved up like a melon.”



FIGURE 15-5 This is the symbol of the Treaty 8 First Nations of Alberta. What values and attitudes does it suggest to you?

Think IT THROUGH

Perry used three main strategies in dealing with the Japanese: a strong show of military force, an insistence on meeting with high-level representatives of Japanese leadership, and an attitude of patience and persistence. Identify evidence of each of these strategies and tell why you think each contributed to his success.

EXPLORING SOURCES

Song of the Black Ships

*They came from a land of darkness,
Giants with hooked noses like mountain imps;
Giants with a rough hair, loose and red,
They stole a promise from our sacred master.
And danced with joy as they sailed away.
To the distant land of darkness.*

Emily V. Warinner, *Voyage to Destiny*.

- Who is the “sacred master”? Why is he described this way?
- What words in this poem reveal the Japanese feeling or perspective about what was happening to their country?
- Can you predict from reading this poem what might happen to the shogun’s government?

Making a Presentation

Think of the last time you made a presentation. Were you prepared? Were you comfortable and confident? Did you have everyone's attention from start to finish? The key to a successful presentation is being organized. Here are some suggestions:

1. Establish Your Content

- Using the skills you learned in the Building Your Skills in Chapter 13, research your topic.
- Decide on the information you will present and the order you will present it in. Develop a catchy introduction and informative conclusion.

2. Make Use of Multimedia

- Use video or DVD to create a documentary or commercial.
- Write a script and record a dramatic piece to present on videotape or audiotape. Alternately, prepare a live presentation such as a short play, role play, newscast, or recitation for many voices.
- Design a Web site on your topic, including a home page, links to useful research sites, and selected text, photos, and sound or video clips.
- Using a program such as PowerPoint™ or AppleWorks™, create a slide show to display text with sound and graphics.

3. Prepare

- Write up an outline of your presentation. Include cues for multimedia elements.
- Write a script for oral parts, making sure that the tone and language are appropriate for your audience and topic.
- Rehearse, rehearse, rehearse.



FIGURE 15-6 Being thoroughly prepared is the key to feeling comfortable and confident.

4. Presentation Dos and Don'ts

- Do make eye contact with the audience, looking at different people in different parts of the room.
- Do speak loudly and clearly, at a medium speed.
- Don't read your entire presentation.
- Don't sit or lean on a desk.

Try It!

1. Look back at three presentations you have done recently and consider how you might have used multimedia to improve them. List your ideas.
2. Research the term "culture shock." Find specific examples of culture shock to make your presentation more relevant and interesting.
3. Think about how multimedia aids can help you, not just to explain culture shock, but to demonstrate it.

Pressures From Within

As you read in the previous chapter, there were many tensions and stresses in Japanese society by the time that Perry and his black ships arrived. There was a loss of respect for the shogunate and an uprising against the inefficiency and corruption of its officials. The pressures that the arrival of the Americans and the treaties that the Japanese had been forced to sign made the situation even worse.

There were many ideas about what should be done. Here are three different positions:

Think IT THROUGH

How do these responses reflect the Japanese pride in their country and its culture? How do you think being forced to sign the treaties affected their pride?

Motto	Ideas	Solution(s)
“Honour the Emperor; expel the barbarians”	Japan is the “divine land”; the Japanese are superior to Westerners	War against Westerners Continued isolation
“Eastern ethics and Western science”	Adopt Western technology, particularly military equipment, but keep Japanese values and morals	Adopt some elements of Western civilization
No motto	Overseas trade is necessary to increase the wealth of Japan; change is inevitable	Welcome the Americans and Europeans and trade with them



FIGURE 15-7 This print, *Fashionable Lady with her followers*, by Suzuki Harunobu was done around 1765. The subject reflects the wealthy merchant class.

Zoom In > Culture Shock

Fact One: The Japanese had been isolated from most of the world for centuries.

Fact Two: The treaties that were signed between the Americans and the Japanese brought these two peoples, who knew almost nothing about one another, into close contact.

Given these two facts, what do you think might be the reactions of the Japanese and the Americans to one another? People from different cultures can act and think very differently. When people are suddenly exposed to an unfamiliar way of life, culture, or attitudes, they can experience “culture shock.” As a result, something as simple as having a meal together can cause misunderstandings and upsets.



FIGURE 15-8 This silk scroll by an anonymous artist shows the Japanese attending a banquet in the Treaty House. Although places were set on their customary low tables, how do you think the Japanese would respond to sitting so much lower than the American sailors on their chairs?



FIGURE 15-9 This woodblock print by an unknown artists is called *Entertainment held in the Reception Hall at Yokohama in Bushu*. It was done in the mid-19th century and shows the banquet from the Japanese perspective. Describe the differences you see between the behaviour of the Japanese and their American guests. What is the artist's attitude toward the Americans?

Disorder and Civil War

Many people saw the treaties as proof that the shogun was weak. The cracks in the foundation of Japanese society had turned into major fault lines. It was as if Japan were experiencing an earthquake or tidal wave.

- ◆ Groups that disagreed with the shogun or each other no longer debated their differences in council chambers, but instead took to rioting in the streets and other acts of violence.
- ◆ Daimyo who opposed the shogun were retired or put under arrest. Their samurai were imprisoned, exiled, or executed.
- ◆ Attacks on foreigners increased and at times, foreign gunboats bombarded the Japanese shore in response.

Finally, in 1868, the shogun resigned, but he formally petitioned the emperor to take over power. Civil war broke out between those who wanted to restore the shogunate and those who favoured rule by the emperor. The country was divided. In the end, 30 000 troops supporting the emperor blasted a shogunate stronghold for two weeks and then set it on fire. A new era in Japanese history was beginning.



FIGURE 15-10 This portrait of Tokugawa Yoshinobu was done by Felice Beato between 1863 and 1868. Tokugawa Yoshinobu announced he was resigning in 1868 and the institution of shogun was at an end.

Over to YOU

1. Create a T-chart to record the factors that motivated Japan to end its isolation. Record the outside factors in the left-hand column and the inside pressures in the right-hand column. Chapter 14 provides additional insight into the inside pressures.
2. Choose one of the following three activities.
 - a. Anticipate the aspects of your typical school day that might be confusing or disconcerting to a student who is new to Canada and to an Alberta school. With a partner, list those aspects and for each, suggest a plan to support the student in handling it.
 - b. Recall your first day of junior high or anticipate your first day of high school. To what extent did you experience culture shock? How did you overcome the culture shock?
 - c. Design a brochure aimed at helping new students to your school adjust to the routines and day-to-day experiences that might seem foreign or new. Consider students who are from another country and culture and/or students who don't speak English well. Ask if your brochure can be made available to new students.
3. Compare the treaties Japan made with Perry with the treaties between Canada and First Nations. How equal were the two sides? What were the motivations of Japan and First Nations to sign treaties with the US and Canada, respectively?
4. Create a Venn diagram to show how the First Nations' understanding of Treaty 8 described on page 331 was similar to or different from the Japanese unequal treaties.

A Changing Order

To what extent did the changes made during the Meiji Restoration affect the lives of Japanese citizens?

Think IT THROUGH

What does Mutsuhito's new name suggest about his attitude toward his new position and his hopes for the future?

FYI...

Some people speculate that Komei, Mutsuhito's father, was poisoned because he favoured sharing power with the shogunate.

When Prince Mutsuhito was made Emperor of Japan he was not much older than you are right now. What do you think it would be like to suddenly become the head of a country that had just come through violent and difficult times? What steps could you take to turn yourself into a more knowledgeable and capable leader? What help would you need while you were preparing yourself? Mutsuhito selected a new name during the first year of his reign—**Meiji**, which means “enlightened rule.”

The emperors had been very much in the background during the years of the Tokugawa shogunate. They lived secluded lives in the imperial palace in Kyoto, hidden away from the people. In theory, the emperor was the supreme ruler of Japan, but in fact, the shogun had all the power.

The three-year period beginning in 1867 when the young Emperor Meiji came to the throne is known as the “Meiji Restoration.” The government emphasized the importance of the emperor; he had been “restored” to his rightful place as head of Japan. Emperor Meiji's reign lasted until his death in 1912 and it is known as the “Meiji period.”

The spread of education, the wealth of the merchant class, and the increase in commerce during the last century of the Edo era had set the scene for change in Japanese society. How and why did these changes happen? How would the worldview of the Japanese people be affected?



FIGURE 15-11 This photograph shows Emperor Meiji when he was 21 years old. Compare his clothing with that of the last Tokugawa shogun on page 335. What does this change suggest about Emperor Meiji's attitudes toward the West?

New Ideas About Government

The samurai who had led the fight to defeat the shogunate and restore the emperor now became his advisors. This **oligarchy**, or unelected group of powerful leaders, took control of the government in the emperor's name and ruled the country. The advisors realized that Japan would have to change in order to keep Westerners from taking over as they had done in China. Japan needed to become a strong country with economic and military power that could take its place proudly in the modern world.

The Meiji leaders began their program of reform by changing the way Japan was governed. They had two goals:

- ◆ to create a strong central government that could unite the country and rule it effectively
- ◆ to create a form of government closer to the democracies of the West.

But how could they go about making these changes and keep the support of the daimyo and the people of Japan?

Rallying Around the Emperor

The emperor had always been a powerful symbol to the Japanese people. As you read in Chapter 12, he was traditionally believed to be the descendant of the sun goddess Amaterasu. The Meiji leaders began their transformation of Japan by emphasizing that allegiance to the emperor was the foundation of a strong nation.

Their first step was to move the imperial court from Kyoto to Tokyo, which was the new name for Edo, the capital. With the emperor and the government in the same location, the connection between the two would be obvious to the people.



FIGURE 15-12 Today, the gardens of the Imperial Palace are an island of green in downtown Tokyo. Why do you think it was important to the Meiji leaders to have the emperor more available to the people of Japan?

LINK UP

An “oligarchy” is a form of government in which a small group of people have all the power. Some Italian city-states were ruled by a merchant oligarchy during the Renaissance. ■

Think IT THROUGH

How do these goals reflect the Japanese effort to gain back their national pride?

The Five Charter Oath

The Imperial Council, the emperor's advisors, spelled out the aims of the new Japanese society in the Five Charter Oath.

- Restate each of the terms of the Oath in your own words.
- Which of the terms demonstrate a move to a more democratic government and society?
- Which of the terms do you find vague or confusing? Do you think that they would have been clear to the Japanese? Explain.

1. *Deliberative assembly shall be widely established and all matters decided by public discussion.*
2. *All classes, high and low, shall unite in vigorously carrying out the administration of the affairs of state.*
3. *The common people, no less than the civil and military of officials, shall each be allowed to pursue his own calling so that there may be no discontent.*
4. *Evil customs of the past shall be broken off and everything based upon the just laws of nature.*
5. *Knowledge shall be sought throughout the world so as to strengthen the foundations of imperial rule.*

David Keene, *Emperor of Japan: Meiji and His World, 1852–1912.*

Think IT THROUGH

Which of these values—loyalty, honour, dedication to their country, duty, conformity—do you think led people to accept the Meiji leaders' reforms? Explain.

Losing Power

In order to increase the power of the emperor and the government, the Meiji leaders encouraged the daimyo to turn over their lands to the state. Although the daimyo were given pensions as compensation, the Meiji leaders pointed out that the land had actually always been the property of the emperor. In addition, the samurai system was abolished by the government. At first the samurai were given a tax-free income, but this did not last long. It was clear the samurai had to get jobs. The feudal system in Japan had now come to an end. In the future, only the government would have the right to collect taxes.

SKILL POWER

A problem/solution outline is a good way of representing a problem, attempted solutions, and result. On the previous page, you read that the Meiji leaders had two goals or problems to solve.

- Use this organizer to represent how they tried to solve one of these problems with the Five Charter Oath and other measures described in this section and what the results were.

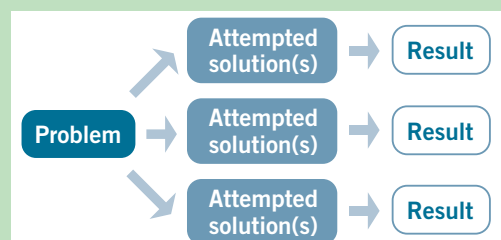




FIGURE 15-13 In Japan, Saigo Takamori is a hero, the last of the noble samurai. This painting, called *The rebel insurrection at Kagoshima*, was done by Yoshitoshi in the late 19th century. Why do you think Saigo is shown in Western clothing here, instead of traditional samurai armour?

In 2003, there was a Hollywood movie called *The Last Samurai* in which an American travels to Japan to train Emperor Meiji’s army and ends up in the middle of a civil war. The movie was fiction, but the war and the ongoing resistance of the samurai were based on fact.

A great warrior, Saigo Takamori led troops in the revolution against the shogun in 1868. He believed in the modernization of Japan; when a citizen begged the emperor to stop wearing Western-style clothes, Saigo scolded: “Are you still ignorant of the world situation?”

But Saigo became concerned by the rapid changes in Meiji Japan. When Korea insulted the Japanese by accusing them of turning into Western-style barbarians, he argued that Japan should invade Korea as a point of honour. His advice was rejected. In 1877, Saigo led a rebellion against the emperor. It was known as the “Satsuma Rebellion” or South Western War. Eventually, defeated and severely wounded, Saigo committed ritual suicide. It was the end of the samurai era in Japan.

After his death, Saigo received a pardon and he is now regarded as a hero. Was he a leader who brought about change or a rebel against it? The

Japanese see both sides.

- What aspects of the Japanese worldview do you think Saigo Takamori represents?
- Compare the story of Saigo with that of the 47 loyal ronin in Chapter 13. What similarities and differences can you see in these heroes? What does each story say about the importance of loyalty in the Japanese worldview?
- Compare the story of Saigo Takamori with that of Louis Riel. What similarities or differences can you see? Why do you think Saigo was pardoned but Riel has not yet been?



FIGURE 15-14 Today, a statue of Saigo Takamori with his faithful dog at his side stands in a Tokyo park. How does the way he is shown differ from the statues of war heroes you might see in a North American city?

Opportunities for the Common People

Commoners were given new rights after the Charter Oath. They were allowed to choose where they would live and what occupation they would pursue. While for centuries they were known only by their given names and the work they did, they were now allowed to have a family surname. The old rules about dress were no longer enforced. Peasants were made the outright owners of their land. Legislation was passed to end discrimination against the outcasts.

FAST FORWARD

The Burakumin Today

Burakumin is the term that refers to one of the groups considered outcasts in Japanese society. The name means “hamlet people” because the burakumin traditionally lived in villages or hamlets rather than in cities or towns. These people were discriminated against because they usually did work that had to do with death. For example, they were leather workers, butchers, grave-diggers, etc. In 1871, the Emancipation Edict, which was designed to emancipate, that is, free the burakumin from their lowly position in society, was passed by the Meiji government. In fact, the edict did little to improve their lives. Further legislation over the years attempted to end prejudice. What is the situation for burakumin today? Here is a source from 2005:

Yet Japan is also remarkable for the progress it has made. Today almost two-thirds of the burakumin say in opinion polls that they have never encountered discrimination.

Pradyumna P. Karan, *Japan in the 21st Century: Environment, Economy, and Society.*



FIGURE 15-15 Even today many Japanese parents do research before a child marries to make sure that the future spouse does not come from a burakumin background or have “non-Japanese” ancestors.

Think IT THROUGH

1. How does the attitude of some Japanese toward foreigners and burakumin reflect the value of homogeneity?
2. To what extent do you think such attitudes are present in Canadian society? Give evidence to support your position.

LINK UP

Compare the Japanese view of the purpose of education (here and on page 341) with humanist views of education on page 67 in Chapter 3. ■

Education Reform

The Meiji leaders wanted to reform the Japanese education system to bring it closer to those of the West. For a time, it was modeled on the American and the French systems. But in the early 1880s, the leaders decided that education needed to be based on traditional values and centred on developing respect for the emperor. Educated individuals would make a rich and strong country.

In 1890, Emperor Meiji issued the “Imperial Rescript on Education” to explain the values that the education system would be teaching.

Know ye, Our subjects:

Our Imperial Ancestors have founded Our Empire on a basis broad and everlasting and have deeply and firmly implanted virtue [goodness]; Our subjects ever united in loyalty and filial piety [duty] have from generation to generation illustrated the beauty thereof. This is the glory of the fundamental [basic] character of Our Empire, and herein also lies the source of Our education.

Ye, Our subjects, be filial [dutiful] to your parents, affectionate to your brothers and sisters; as husbands and wives be harmonious, as friends true; bear yourselves in modesty and moderation; extend your benevolence [goodwill] to all; pursue learning and cultivate arts, and thereby develop intellectual faculties [abilities] and perfect moral powers; furthermore advance public good and promote common interests;

always respect the Constitution and observe the laws; should emergency arise, offer yourselves courageously to the State; and thus guard and maintain the prosperity of Our Imperial Throne coeval [along] with heaven and earth.

So shall ye not only be Our good and faithful subjects, but render [make] illustrious [memorable] the best traditions of your forefathers. The Way here set forth is indeed the teaching bequeathed [handed down] by Our Imperial Ancestors, to be observed alike by Their Descendants and the subjects, infallible [perfect] for all ages and true in all places. It is Our wish to lay it to heart in all reverence [respect], in common with you, Our subjects, that we may thus attain [reach] to the same virtue.

The 30th day of the 10th month of the 23rd year of Meiji. October 30, 1890



FIGURE 15-16 The boys in this Meiji period classroom use an abacus to do mathematical calculations. What differences do you see between this classroom and yours?

Think IT THROUGH

It has been said that the goal of schools in the West is to teach students *how* to think. Generally, the purpose of Japanese schools was to teach children *what* to think. What do you think the goal of schools should be? Explain.



FIGURE 15-17 Life in a peasant village did not experience drastic change. Most people were still guided by rituals. Disease and malnutrition rates remained high. Life expectancy was short. Why do you think rural Japan did not experience the “modern age” until electricity came to villages in the 1930s?

In Japan, life stayed much the same for many, despite the Charter Oath. In some cases, even a century later change was still gradual.

- ◆ Traditional family patterns did not change. Fathers continued to have legal authority for their families, making all family decisions about education, marriage, jobs, and property. A family member who defied the father’s authority became a nonentity, or a non-person.
- ◆ Class distinctions remained. Common people still looked up to those who had been their superiors. The old upper classes still held prejudices about the common people.
- ◆ Rural peasant life remained largely the same. Land taxes were so high that much of the country ended up in the hands of money lenders or landowners. Peasant farmers ended up renting or “sharecropping” land owned by others and had to pay rent even when crops failed.
- ◆ Many people could not afford to send their children, especially their daughters, to school. In rural areas, many remained illiterate until the end of the Meiji period.

Over to YOU

1. a. Complete the chart below to show three changes that happened during the Meiji Restoration and the effect each had on the lives of Japanese people.

Change	Effect on Japanese People
moving the emperor from Kyoto to Tokyo	stronger allegiance to the emperor stronger feeling of being a nation

b. In many cases, change was gradual. Choose one aspect of Japanese life that stayed the same after the Meiji period (see above). Assume the role of a news correspondent sent to Japan a century after the Charter Oath to report on the lack of change in relation to that aspect. Explain to your audience at home what the current situation is and provide a possible explanation of why change is taking so long to happen.

2. During the Meiji Restoration, the Japanese were encouraged to present themselves as more Western, yet their beliefs often remained traditional. Create a political cartoon that shows the contradiction in Japanese appearances and their beliefs.

Industrialization in Japan

As you saw in the opening story, the Japanese were amazed and intimidated by the steamships and military technology of the Americans who arrived in 1853. Based on what you have learned about Japan, why do you think the Japanese might have been less technologically advanced than the West?

Beginning in the mid-1700s, there had been dramatic changes in the West in how goods were produced. Before this time, goods were generally made by hand in people's homes and small workshops. Gradually, machines were invented that could do this work more quickly and efficiently. Factories were built where many workers were employed to produce large amounts of goods, using increasingly complicated machinery. Transportation and communication were also revolutionized by machines. This period of time was called the Industrial Revolution.

In Europe and North America, the Industrial Revolution had taken place over 100 years. In Japan, there was intense industrialization over a much shorter period. How do you think the differences in the pace of change in Japan might affect people's lives and attitudes?

What characteristics of Japanese culture allowed for successful rapid industrialization?

Think IT THROUGH

How have changes in technology during your lifetime affected how people communicate, work, and entertain themselves? What to your mind have been the positive and negative impacts of these technological changes?



FIGURE 15-18 The “Black Ships” arrived in a harbour near Edo (Tokyo) in 1853. This is how an unknown Japanese artist viewed the foreign ships at the time.

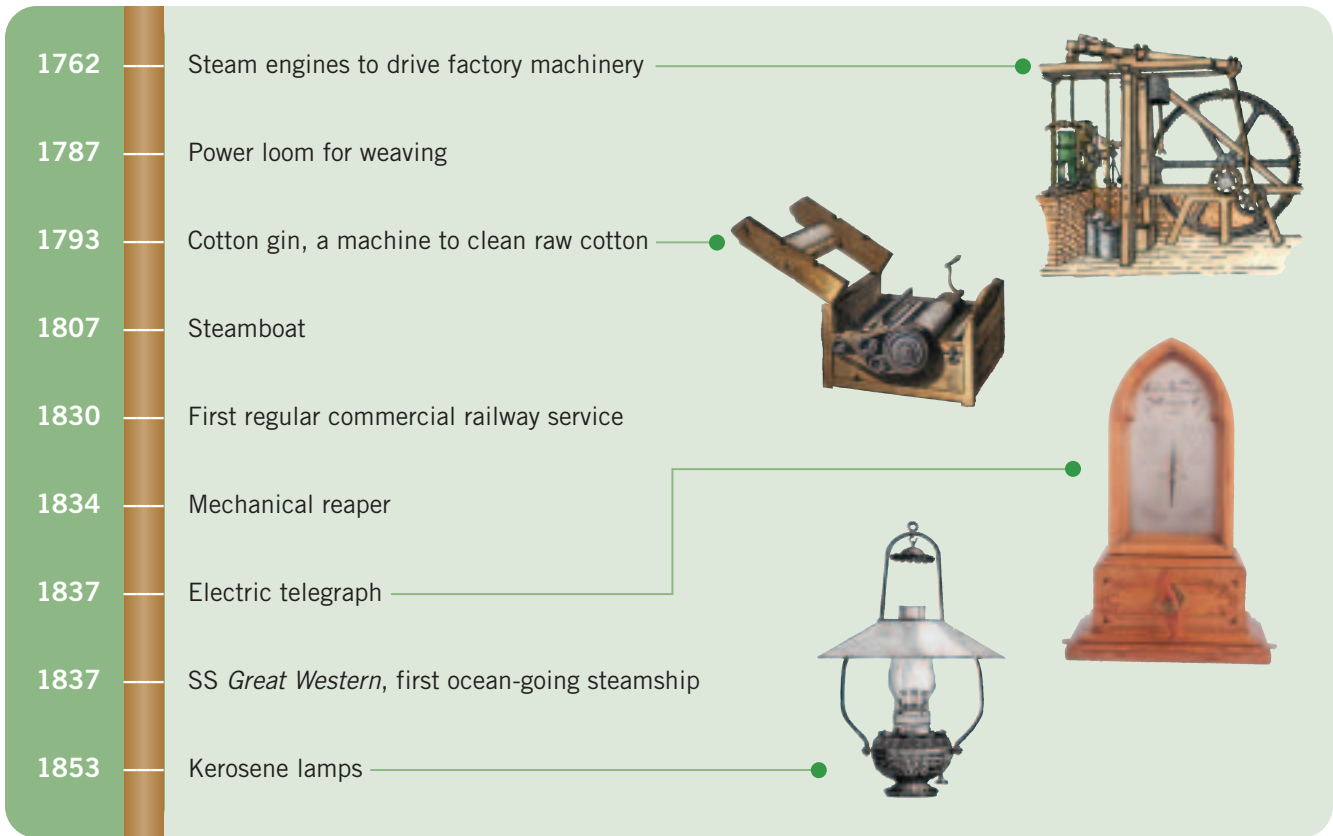


FIGURE 15-19 Some important inventions of the Industrial Revolution. How would these inventions change people's lives?



FIGURE 15-20 This silk scroll was done by an anonymous artist in the mid-19th century. Why do you think the Americans went to the trouble of bringing examples of technology to the Japanese?

Borrowing Technology

Among the gifts that Perry brought to Japan were a miniature steam engine with its own track and two telegraph sets with batteries and five kilometres of wire. These gifts impressed the Japanese. The Americans were impressed by the lacquer work, porcelain, and fine silk fabric that they received in exchange. The alternate attendance that you read about in Chapter 13 had created an economic boom in Edo. Merchants and craftspeople produced luxury goods for the daimyo and their families. Factories had been set up in the weaving, iron, and brewing industries.

The “Dutch scholars” of the Tokugawa period had also brought new learning to Japan. According to historian Morris F. Low:

[T]he 17th century saw a period of great activity in traditional learning and science . . . Although rangaku [Dutch studies] was mainly concerned with medicine, there were soon translations of Western works on physics, chemistry, astronomy, mathematics, geography, metallurgy, navigation, ballistics and military tactics.

Zoom In > Tsuda Umeko

In order to modernize Japan, the Meiji leaders sent a mission around the world to visit and study dozens of countries in North America, Europe, Northern Africa, and Southeast Asia. It was made up of ambassadors, historians, and scholars. The government also sent along 60 students, some of whom were left behind to study in some of the countries visited.

Tsuda Umeko was a six- or seven-year-old girl (depending on which account you read), whose family volunteered her for this journey. It may have been that she was not valued as much by her family as a boy child would have been. She lived with a family in Washington, DC for 11 years. When she returned to Japan she found herself a stranger in her own country. She had to learn Japanese all over again.



FIGURE 15-21 Tsuda Umeko has been called “the mother of women’s education.”



FIGURE 15-22 This painting called *Tsuda Umeko: Study abroad* is by Tadashi Moriya. It shows Tsuda Umeko (second from the left) on the ship arriving in the United States.

Tsuda was disturbed by the low position of women in Japanese society and their difficulty in obtaining higher education. She wanted to help women take their place in the new modern Japan. She returned to the United States and enrolled in Bryn Mawr, a university for women. Although she was offered a fellowship and could have stayed, she returned to Japan. She helped raise funds to enable other Japanese women to study abroad. In 1900, she founded one of the first private institutions of higher education for women in Japan. It is now named Tsuda Juku Daigaku (Tsuda College) in her honour.

- Tsuda Umeko was criticized by some women in her time for not fighting for the vote for women. Why might she have thought that education was a more important goal than the vote at this time? How does her decision fit in with your own worldview?

SKILL POWER

Here are some tips for conducting interviews:

- ◆ Decide on the goal of the interview.
- ◆ Be prepared—have lots of questions
- ◆ Make sure the person you are interviewing knows the purpose of the interview.
- ◆ Make sure your equipment is ready if you are taping the interview.

- ◆ If something interesting comes up, be ready to stray off topic for a while.
- ◆ Ask the person you are interviewing to clarify things you don’t understand.
- ◆ Be polite and courteous.

Interview an adult you know about technological changes in their lifetime.



FIGURE 15-23 This woodblock print done in 1890 by Ichiju Kunimasa was called *Ryounkaku skyscraper*. By 1890, Tokyo had its first skyscraper with an elevator. It was known as “the pavillion that rises to the clouds.”

Just as the Japanese had “borrowed” Confucianism, Buddhism, and the system of writing in picture characters from China centuries earlier, the government began a wide-scale project of gathering new ideas from abroad about technology. They hired experts and advisors from around the world to do jobs like installing factory machinery imported from the West. However, the Japanese wanted to be in charge of the process of change in their country. The outside experts had to leave once Japanese workers were trained to replace them.

Japanese representatives visited Europe and the United States to learn about Western culture. They studied ship building, military science, factory construction, and medicine. They made volumes of notes about banks, museums, parliaments, armies, churches, and law courts. After their travels, they returned home and reported to their government about how to set to work changing Japan.



FIGURE 15-24 In the cities, gas-burning streetlights made the night as bright as day as shown in this 1883 woodblock print.

FIGURE 15-25 This is the fifth panel of a silk-bound scroll painted by an anonymous artist in the mid-19th century. Telegraph lines and a national postal service made modern communication possible. Based on what you know about the geography of Japan, why would fast, long-distance communication be especially valued?



Two Perspectives on Trade

During this period of the opening up of Japan, not everyone agreed that trade with Western countries was good for Japan.

To exchange our valuable articles like gold, silver, copper and iron for useless foreign goods like woollens and satin is to incur great loss, while acquiring not the smallest of benefit.

The peoples of Japan and the Western nations exist in the same world, are warmed by the same sun, look up at that the same moon, share this season and share the air; and have the same human emotions. This being the case, we should hand over our surplus to them, and we should take their surplus.

Richard Minear, *Through Japanese Eyes*.

Think IT THROUGH

1. Why do you think the first writer used these particular examples of goods in this quotation?
2. What sort of reasons does the second writer give for open trade between Japan and the West? How are they different from the examples in the first quotation?

FAST FORWARD

Cutting-Edge Technology Today

Today, Japan is a world leader in electronics—and in designing and producing robots.

According to the *Economist* magazine, the Japanese love and trust their robots, while Westerners are mistrustful and frightened of them.

Japan's comics and films show robots co-existing with and helping humans, for example, rescuing people and locating landmines. To deal with an aging population and a shortage of young workers, Japanese technicians are designing robots to do nursing work.

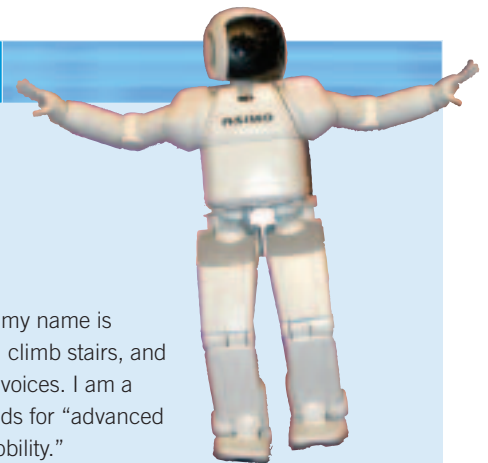


FIGURE 15-26 Hi, my name is ASIMO. I can dance, climb stairs, and recognize faces and voices. I am a robot. My name stands for “advanced step in innovative mobility.”

Think IT THROUGH

1. AIBO is a robotic dog invented in Japan. Would you accept a robot for a pet? Examine the reasons for your answer. What do they have to do with your worldview?
2. Do you consider robots the next “big thing” to change lifestyles at home and work, as automobiles, TV, or computers once did? Explain.

Borrowing Economic Ideas

As you read in Unit 1, a new economic system had developed in Europe during the Renaissance. It emphasized individualism and competitiveness in the marketplace. How would these attitudes fit with the Japanese people's worldview? In Japan, large, essential industries were planned, built, and paid for by the government. Once these businesses were prosperous they were sold at low prices to established large family firms. What was the advantage to this system for both the country and the family firms?



FIGURE 15-27 This 1873 woodblock print of the Mitsui bank is from a series called “Famous Places in Tokyo: Mitsui House in Surugacho” by Ando Hiroshige II or III. The Mitsuis started as merchants, building their family business as the yen replaced rice as the measure of wealth. Would this have been possible in Edo Japan? Why or why not?

Over to YOU

1. Create a web using words and pictures to identify the characteristics of Japanese culture that allowed industrialization to happen in a space of 30 years.
2. Develop a five-question survey on how people manage change. Conduct the survey with at least five same-age peers, five younger students, and five adults. Compile your questions and results in a visual format. Suggest three observations or inferences you can make based on your results. Do any of your observations suggest a match to a characteristic of the Japanese culture that allowed them to undergo rapid and successful change?
3. The Japanese were proactive in seeking out new ideas and technology that would help them to modernize. In what ways does Canada actively seek out new ideas and technology to move it forward as a developed country?

Explore the Big Ideas

Commodore Perry of the United States arrived in Japan to open it up to trade. The Japanese reluctantly signed trade treaties with the West, ending centuries of isolation. This led to the end of the shogunate and the rule of the Meiji oligarchy. A period of rapid industrialization and technological change followed which made great changes in Japanese society.

- When Japan entered its industrialization period, the stage had been set for change. Create a web, using words and pictures to identify the aspects of Japan's evolving worldview that led to its ability to successfully adapt to the changes it underwent. You may want to refer to the web you created in response to Question 1 on page 348 to help you get started.
 - Use a web organizer to brainstorm and record ideas that might reflect Japan's worldview as it enters into its period of industrialization. Put the word *Industrialization* in a circle in the centre of the web. Consider using one colour to record ideas supporting the changes ahead, and another colour to record ideas suggesting hesitation or disagreement with the change.



- Times of conflict are also times of great change and discovery. Use a variety of electronic sources to research how military inventions have made their way into popular use. Topics may include

- the development of the Internet
- rockets once used to launch weapons now launch communication satellites.
- the General Purpose vehicle (GP) became the Jeep.

Using the presentation skills from the Building Your Skills on Making a Presentation feature on page 332, show how this invention was first used and its current uses.

- Consider a dilemma:** List the conditions under which you think change is good. Suppose you were a scientist who developed a brand new way to get around. There are many long-term benefits to this new product, but it would have far-reaching social, economic, and political consequences in the short term. Would you immediately put your invention on the market to benefit society, or would you slowly introduce it to the market to give people time to adapt? In paragraph form, explain your position by referring to the conditions under which change is good.

- Review the articles from the Japanese Constitution recorded in column 1 of a line master your teacher will provide. Locate a copy of Canada's *Charter of Rights and Freedoms*. Record similarities from our Charter in column 2 of the line master. In a paragraph, analyze your findings.
- With a partner write a list of interview questions you would like to ask emperor Meiji about the arrival of Commodore Perry. Use your questions to prepare a role play between a newspaper reporter and the emperor. Present it to a group.