

Chapter 1 : Project MUSE - Japanese Higher Education as Myth (review)

*Japanese Higher Education as Myth (East Gate Books) [Brian J. McVeigh] on www.nxgvision.com *FREE* shipping on qualifying offers. In this dismantling of the myth of Japanese quality education, McVeigh investigates the consequences of what happens when statistical and corporatist forces monopolize the purpose of schooling and the boundary between education and employment is blurred.*

In lieu of an abstract, here is a brief excerpt of the content: Eades bio Japanese Higher Education as Myth. Brian McVeigh is one of the most prolific writers on Japan at the moment, and much of his work since the late s has focused on the interface between education, ideology, and the state in Japan and particularly the problems of higher education. This is well-trodden territory, adding to earlier critiques by the likes of Robert Cutts and Ivan Hall in English,² plus a large number of equally vitriolic works in Japanese. Given that personal experience is such an important part of this book, and therefore of any review of it, I should perhaps start by laying my own cards on the table. I would also argue that in the last couple of years i. A summary of the book can be brief as McVeigh has done an excellent job pp. Following Refsing,⁴ he argues that schooling in post industrial societies has four functions: In relation to the last three of these, he argues, the Japanese system performs well. It is in relation to education that it fails to deliver. Knowledge is thus packaged in a form to make jumping the examination hurdles possible, and in the process becomes detached from the real world and rendered meaningless. The result is student apathy and an unwillingness to express opinions or answer questions in class. Schooling is "simulated" and rituals such as taking attendance substitute for measures of achievement. Tremendous emphasis is put on learning English, but this too is divorced from reality and used mainly as a means of ranking students in examinations. Finally, McVeigh argues that attempts at educational reform are themselves simulated, so that they are unable to achieve meaningful change. What is needed, therefore, is "reform of reform," but with the usual suspects such as the education ministry in control, this is inherently unlikely. But is this really a fair picture of the system? I myself have faced groups of apathetic and sullen students similar to those he describes in a variety of institutions, but would add that there are also many more positive encounters. First, I myself found that the quality of communication and student work improved considerably as I was able to work increasingly in Japanese. It would be interesting to know. Second, McVeigh tends to treat all classes as being similar. My own experience has been that third- and fourth-year seminars are very different from other teaching, and this is where staff-student relations become much closer and where students typically produce [End Page] their best work-the best of which is as good as anything I found in the United Kingdom. Third, from my own experience, the s were actually a period of

Chapter 2 : Japanese Higher Education as Myth by Brian J. McVeigh

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Japanese Higher Education as Myth. While no system of advanced schooling is perfect, as those of us in the U. Reading this text, one cannot help but feel the presence of a cautionary tale, looming as the back story, forewarning educators in other countries about the harm in allowing a higher education system to be too influenced by the corporate world. Do we need another book that looks at the negative aspects of Japanese education when there exists already a fair amount of scholarship on the topic? The answer is yes. This leaves out the major part of the world that does not read Japanese. Most importantly, it should be looked at again from a new perspective, as a cautionary tale because it shows how an education system tailored to produce workers for the corporate world can go very wrong. What we have is not mere weaknesses at some sites, but organized hypocrisy. He considers the campus rituals not only staged events like graduation ceremonies and school festivals, but as a variety of seemingly typical activities, like: This mission, he adds, is as old as the daigaku system itself, which was constructed by the Meiji bureaucratic state, firmly harnessed to state interests, and just as firmly subordinated to state control. His analysis is contemporary in scope. However his pre-WWII historical knowledge is limited and sometimes faulty. He offers simplistic references to the period prior to the Pacific War-and starts, instead, with the formation of a modern bureaucratic state and a state-controlled education system that occurred during the Meiji period -to more detailed and insightful observations of the development of policies in education and in the decades since the war. Therefore, anyone wanting a long, detailed historical treatment of Japanese higher education will have to read something else. His decision to leave out this critical information weakens his argument, for two reasons: It would round out his analysis, if he considered the reasons for their success, and then offer some practical support. The contents of his book are as follows: List of Tables, Figures, and Abbreviations Preface 1. The Potdmkin Factor 2. Myths, Mendacity, and Methodology 3. State, Nation, Capital, and Examinations: The Shattering of Knowledge 4. The Sociopsychology of Student Apathy 6. Japanese Higher Education as Simulated Schooling 7. Students Who Pretend Not to Know 9. Lessons Learned in Higher Education Statistics of Japanese Education Appendix B: Other English-language books on Japanese higher education. Norton, ; and Robert L.

Chapter 3 : Top shelves for Japanese Higher Education as Myth

1. Introduction: The Potemkin Factor 2. Myths, Mendacity, and Methodology 3. State, Nation, Capital, and Examinations: The Shattering of Knowledge 4. Gazing and Guiding: Japan's Education-Examination Regime 5. Schooling for Silence: The Sociopsychology of Student Apathy 6. Japanese Higher Education as Simulated Schooling 7.

Chapter 4 : Brian J. McVeigh - Wikipedia

In this dismantling of the myth of Japanese "quality education", McVeigh investigates the consequences of what happens when statistical and corporatist forces monopolize the purpose of schooling and the boundary between education and employment is blurred.

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Chapter 6 : Japanese Higher Education as Myth - Brian J. McVeigh - Google Books

of Japanese higher education. He concludes that Japanese higher education, for the most part, does not educate most of its students and that its participants, including students, faculty, higher education bureaucrats, and politicians, uphold the myth despite the harsh realities. McVeigh brings a wealth of evidence that undermines the false facade of Japan's higher education system.

Chapter 7 : Japanese Higher Education as Myth: 1st Edition (Hardback) - Routledge

Japanese Higher Education as Myth (review) J. S. Eades The Journal of Japanese Studies, Volume 30, Number 1, Winter , pp. (Review) Published by Society for Japanese Studies.

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Chapter 9 : Japanese Higher Education as Myth : Brian J. McVeigh :

Brian J. McVeigh's book Japanese Higher Education as Myth, examines higher learning in Japan's undergraduate institutions known as daigaku. McVeigh's thesis asserts that Japanese daigaku possess none of the attributes commonly associated with higher education, such as the capacity to "generate knowledge that previously did not exist.