

# Education as Cultivation in Chinese Culture

# EDUCATION IN THE ASIA-PACIFIC REGION: ISSUES, CONCERNS AND PROSPECTS

---

Volume 26

---

## Series Editors-in-Chief:

**Professor Rupert Maclean**, *The Hong Kong Institute of Education, China*  
**Ryo Watanabe**, *National Institute for Educational Policy Research (NIER) of Japan, Tokyo*  
**Dr Lorraine Pe Symaco**, *Centre for Research in International and Comparative Education (CRICE),  
University of Malaya, Kuala Lumpur, Malaysia*

## Editorial Board

**Professor Bob Adamson**, *The Hong Kong Institute of Education, China*  
**Dr Robyn Baker**, *New Zealand Council for Educational Research, Wellington, New Zealand*  
**Professor Michael Crossley**, *University of Bristol, United Kingdom*  
**Ms Shanti Jagannathan**, *Asian Development Bank, Manila, Philippines*  
**Dr Yuto Kitamura**, *University of Tokyo, Japan*  
**Professor Colin Power**, *Graduate School of Education, University of Queensland, Brisbane, Australia*  
**Professor Konai Helu Thaman**, *University of the South Pacific, Suva, Fiji*

## Advisory Board

**Professor Mark Bray**, *UNESCO Chair, Comparative Education Research Centre, The University of Hong Kong, China*; **Professor Yin Cheong Cheng**, *The Hong Kong Institute of Education, China*; **Professor John Fien**, *RMIT University, Melbourne, Australia*; **Dr Pham Lan Huong**, *International Educational Research Centre, Ho Chi Minh City, Vietnam*; **Dr Chong-Jae Lee**, *Korean Educational Development Institute (KEDI), Seoul, Republic of Korea*; **Ms Naing Yee Mar**, *GIZ, Yangon, Myanmar*; **Professor Geoff Masters**, *Australian Council for Educational Research, Melbourne, Australia*; **Margarita Pavlova**, *The Hong Kong Institute of Education, China*; **Dr Max Walsh**, *Secondary Education Project, Manila, Philippines*; **Dr Uchita de Zoysa**, *Global Sustainability Solutions (GLOSS), Colombo, Sri Lanka*

More information about this series at <http://www.springer.com/series/5888>

Shihkuan Hsu • Yuh-Yin Wu  
Editors

# Education as Cultivation in Chinese Culture

 Springer

*Editors*

Shihkuan Hsu  
Center for Teacher Education  
National Taiwan University  
Taipei, Taiwan

Yuh-Yin Wu  
Department of Psychology and Counseling  
National Taipei University of Education  
Taipei, Taiwan

ISSN 1573-5397

ISSN 2214-9791 (electronic)

ISBN 978-981-287-223-4

ISBN 978-981-287-224-1 (eBook)

DOI 10.1007/978-981-287-224-1

Springer Singapore Heidelberg New York Dordrecht London

Library of Congress Control Number: 2014953822

© Springer Science+Business Media Singapore 2015

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed. Exempted from this legal reservation are brief excerpts in connection with reviews or scholarly analysis or material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work. Duplication of this publication or parts thereof is permitted only under the provisions of the Copyright Law of the Publisher's location, in its current version, and permission for use must always be obtained from Springer. Permissions for use may be obtained through RightsLink at the Copyright Clearance Center. Violations are liable to prosecution under the respective Copyright Law.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

While the advice and information in this book are believed to be true and accurate at the date of publication, neither the authors nor the editors nor the publisher can accept any legal responsibility for any errors or omissions that may be made. The publisher makes no warranty, express or implied, with respect to the material contained herein.

Printed on acid-free paper

Springer is part of Springer Science+Business Media ([www.springer.com](http://www.springer.com))

# Series Editors' Introduction

This book on 'Education as Cultivation in Chinese Culture' explores the significant role of education in the Chinese context and the inherent traditional nuances related to it. At the same time, the authors examine the increasing demands of modern society, through major influences such as globalization, and explore the impact of the challenging concept of 'cultivation' on the education process. 'Cultivation' here, as encompassed in the entire book, is defined through the whole person (i.e. skills and knowledge, as well as morals and virtues), through one's development (i.e. from life's beginning until end) and through relevant social structures which support the traditional values of the society.

The overriding influence of education on development, along with the responsibilities of the child, family and society, is reflected throughout the book. From the more traditional view of the 'ideal' child and the substantial role of the teacher for academic and character development to how philosophies in Ancient China influence the Chinese view of human nature and its connection to education, this book offers a valuable insight into the role of Chinese culture in the education process. Despite the seeming disconnection of Western and Eastern principles as manifested in some of the chapters, the prevailing ideal of the role of education in shaping the child remains unchallenged. In this book, Shihkuan Hsu and Yuh-Yin Wu qualify to emphasize the central role of moral and character development along with academic achievement.

As reflected in this work, the concerted efforts of both the family and society, to achieve and maintain the idyllic child through proper education, will most certainly present challenges to a culture that endures the principle of time-honoured institutions in an increasingly contemporary setting. Likewise, such conciliations in the education process distinctively define the otherwise elusive essence of the Chinese learner.

April 2014

Rupert Maclean  
Ryo Watanabe  
Lorraine Pe Symaco



# Contents

<b>1</b>	<b>Introduction</b> .....	1
	Shihkuan Hsu	
<b>2</b>	<b>Human Nature and Learning in Ancient China</b> .....	19
	Hung-Chung Yen	
<b>3</b>	<b>The Chinese Way of Goodness</b> .....	45
	Chin-Hsieh Lu	
<b>4</b>	<b>Teaching at an Early Age</b> .....	63
	Chiou-Shiue Ko	
<b>5</b>	<b>Conflicting Images of Young Taiwanese Children</b> .....	87
	Min-Ling Tsai	
<b>6</b>	<b>Primary Schooling in Taiwan</b> .....	105
	Li-Juing Wu	
<b>7</b>	<b>The Studying and Striving of Secondary Students</b> .....	127
	Tsun-Mu Hwang	
<b>8</b>	<b>Art Transforms Destiny: The Unified Examination and Fine Art Education</b> .....	149
	Ju-I Yuan	
<b>9</b>	<b>Education-Based Mobility and the Chinese Civilization</b> .....	181
	Hsueh-Cheng Yen	
<b>10</b>	<b>The Conflict Between Social Mobility and Individual Development</b> .....	201
	Hsueh-Cheng Yen and Yuh-Yin Wu	
<b>11</b>	<b>Teachers' Dual Responsibilities for Academic Achievement and Character Development</b> .....	223
	Yuh-Yin Wu	

<b>12 Finding a New Identify for Teachers</b> .....	241
Shihkuan Hsu and Tsun-Mu Hwang	
<b>13 Conclusion</b> .....	259
Shihkuan Hsu	
<b>Appendix</b> .....	275
<b>Index</b> .....	283