

Study on the Comparison between Junzi Education and Gentleman Education -- Taking Great Expectations for Example

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Abstract: Chinese and western educational modes differs greatly. Chinese Junzi education centres on the cultivation of people's internal culture, and restrains the external behavior through the cultivation of inner virtue to achieve the purpose of being a Jnnzi. Gentleman education, on the contrary, affects inner cognition by regulating external behavior habits, and improves one's own ability by learning a wide range of applied knowledge to foster talents needed by the country. By analyzing the gentleman image of Pip in Great Expectations, this paper explores the gentleman education and compares it with Junzi education in China. Different from Locke's gentleman education, it analyzes gentleman education in Dickens' novel Great Expectations from a new angle, and compares gentleman education with Junzi education from three aspects: educational purposes, educational contents and educational methods.

1. Introduction

In China, Junzi is a typical personality representative of the Chinese nation. The theory of Junzi education which makes Junzi personality be inherited continuously is the combination of wisdom of generations of educators in the history of education. Similarly, English gentleman and its education are as valuable. Both are the world's classic education, taking personality education as their cores, and having the purpose of fostering elites needed by the society. Forming their characteristic cultures, Junzi education and gentleman education have made a significant contribution in promoting development of their countries.

In recent years, education has changed greatly under the influence of globalization. All kinds of education forms cause various problems in students' personality education. Therefore, this paper studies the two most classic education models in the field of education, Junzi education and gentleman education, hoping to find meaningful enlightenment to Chinese education. This paper also hopes to make a breakthrough in a comparative perspective on Junzi and gentleman education in *Great Expectations*. By revealing the ways of cultivating the Junzi and gentleman's personality, this study can promote the further implementation of quality-oriented education and moral education. The comparative study of the Junzi education and gentleman education is important to strengthening cultural exchanges between the two countries.

2. Junzi Education in Ancient China and Gentleman Education in Victorian Period

Junzi education and gentleman education are both products of historical development. The following content briefly describes the source of Junzi education and the development of gentleman education in Victorian period.

2.1 The Definition of Junzi and Junzi Education

The word “Junzi” appears frequently in many ancient books, such as *Mencius and Rites*. The word shows that ancient Chinese Confucianism depicts a concrete and vivid image for ideal personality. After Confucius summed up, the “Junzi” was formally put forward as an ideal personality model, the “Junzi” no longer refers to the aristocrat, but refers to the virtuous person.

During the Zhou Dynasty, the territory was torn apart and many states rose up. The monarch of the country is called “Jun”, and the son of the monarch is called “Junzi”. Because the sons of all monarchs are generally well educated, the level of cultural taste and accomplishment is very high. During the Spring and Autumn period, Confucius summed up and systematized the concept of Junzi, thinking that people with good conduct and self-cultivation can be called Junzi. *The Analects of Confucius* can be said to be a textbook about cultivating a gentleman.

Chinese Junzi education refers to the educational model based on Confucius' Confucianism and aimed at cultivating a knowledgeable and virtuous talent in the teaching practice of private learning. China's “new Junzi education” inherited and carried forward the Junzi education created by Confucius.

2.2 The Definition of Gentleman and Gentleman Education

During the Victorian period, the British economy developed rapidly and the social class changed greatly. The aristocracy was the ruling class and controlled all strata of the society in an all-round way. But with the development of industrialization, the status of the middle class was rising. The rich middle class raised their social status and weakened aristocratic dominance. Therefore, gentlemen not only represented aristocrats and high-ranking people, but also non-artist land owners.

Gentlemen were more endowed with moral and cultural significance. With the development of industry and the progress of society, more and more people had access to education. Therefore, education was paid more and more attention. The number of public schools in Britain had increased, and children from businessmen and factory families had been allowed to study.

The concept of gentleman is common in Victorian English literature. Different times have different understandings of the word gentleman. After the Education Act was published in 1871, new schools were set up in Britain, with classes tailored to the working class. The workers learned to read and write, and they became a reader of Victorian novels. More importantly, as workers' living conditions changed, they also began to pursue the life of “gentlemen”.

In a word, the Victorian gentleman education was mainly a spiritual pursuit and a trend of social development. At this time, the gentleman education could be revealed from most literary works. Until the 19th century, gentleman education reached its peak in the development of public education.

3. The Comparative Analysis on Junzi Education and Gentleman Education in Great Expectations

Junzi education and gentleman education are the two most typical education modes. The chapter mainly compares and analyzes the educational purpose, content and methods of Junzi education and

gentleman education in *Great Expectations*.

3.1 Different Educational Purposes

Junzi education originated in the Spring and Autumn and Warring States Period. Junzi is a Confucian talent for governing the country and a model of personality. What Confucius and the whole Confucianism care about is how to cultivate a gentleman through reasonable education. Junzi is the idealized personality of Confucius, and takes stress righteousness, tolerance in treating people as their first task. Confucius' educational object is for the public, adhering to the principle of "classless teaching" principle.

Junzi in the Zhou Dynasty was not only highlight a person's social status, but also the personality appreciation given by the public. Junzi education is to cultivate the talents needed by the country. With the developing of the society, the purpose of Junzi education slowly turned into the purpose of students' learning.

The purpose of gentleman education in *Great Expectations* was to train aristocrats into elegant and knowledgeable career talents[1]. From the character and behavior of Pip and Jaggers, it could be seen that there was a wrong gentleman trend in the upper class at that time. The poor had the desire to be a gentleman, but they did not know the true meaning of a gentleman, such as Pip and Magwitch 's misunderstanding of the concept of a gentleman.

'I worked hard, that you should be above work. What odds, dear boy? Do I tell it, fur you to feel a obligation? Not a bit. I tell it, fur you to know as that there hunted dunghill dog wot you kep life in, got his head so high that he could make a gentleman - and, Pip, you re him!' [2]

In this paragraph, Magwitch told Pip that he was the one who helped Pip become a gentleman. It could be seen that he was very proud of Pip's becoming a gentleman from his words. In Magwitch's view, gentleman education should help people get rid of poverty and become the upper class. In this novel, people had a fixed thinking which was gentlemen must be aristocrats of the upper class. They were dressed in suits and had elegant manners. Therefore, the purpose of gentleman education was to cultivate talents who had good manners and was able to earn a lot of money.

Jaggers and Wemmick were the typical representatives of upper-class gentlemen. They were slaves to money with the appearance of gentlemen, and their law firms were shelters for sin. They were all noble intellectuals and career talents of the society, which was the product of gentleman education at that time. Through *Great Expectations*, Dickens criticized the idea of money supremacy and the gentleman education which ignored the cultivation of morality at that time. Such educational purposes lacked moral requirements.

3.2 Differing Education Contents

Education content mainly analyzes the content of Junzi education and the content of gentleman education in *Great Expectations*. The content of Junzi education mainly includes moral education and knowledge reserve. The content of gentleman education in *Great Expectations* mainly analyzed teaching books, etiquette teaching and social education.

Moral education: Confucius and Xunzi, the ancient thinkers of China, had the same views on Junzi education though they were different in ideology and cognition. That is, they all thought that Junzi could be achieved through learning, the power of enlightenment can shape an ordinary person into a Junzi. Junzi is the product of education, not an innate gift. Moral cultivation is one of the contents of Junzi education. In order not to be disturbed by desire and to adhere to justice, a Junzi must consciously safeguard justice and nourish great integrity. In the end, the person can become the outstanding talents who can really be used by the country. Only by constantly improving self-cultivation and upholding justice can ordinary people become a true sense of the Junzi.

Knowledge reserve: whether ancient or modern, knowledge is the premise of a person's dream. Only a sufficient theoretical basis can help a person make more constructive suggestions for the country. Junzi should have profound knowledge, enough wisdom, accurate judgment, and strong ability to act. Only with these can the person really have the ability to contribute to the society. From the requirements of the Junzi, as well as the content of Junzi education, Junzi education pays more attention to a person's inner practice and educates the people. Junzi education is educating people by learning culture and cultivating virtue, thus restraining behavior and integrating knowledge and practice. Finally an ordinary person can become an outstanding talent who contribute to the country.

Gentleman education contents in *Great Expectations*: Pip's childhood education was a basic education, but also a part of gentleman education. The cultural knowledge he learned in evening schools is mainly derived from the Bible and other famous literary works, such as Shakespeare's play *Julius. Caesar*, Collins' *Ode on the Passion*. Therefore, Pip had a certain amount of knowledge. But in Pip's view, possessing a lot of wealth was an important factor in becoming a gentleman[3]. Therefore, the gentleman education in the novel mainly included learning knowledge and how to obtain the greatest benefit.

For, after had made the monster (out of the refuse of my washerwoman's family) and had clothed him with a blue coat, canary waistcoat, white cravat , creamy breeches, and the boots already mentioned, I had to find him a little to do and a great deal to eat; and with both of those horrible requirements he haunted my existence. [2]

From this paragraph, it could be seen that Pip is affected by the environment and becomes vain. Pip's dress and lifestyle began to imitate aristocrats. He hired servants and paid to make him look like a gentleman to show his status as a gentleman. Proper dress and etiquette education were the contents of gentleman education. Dickens highlighted the neglect of moral education in gentleman education by portraying Pip. The content of gentleman education in the novel was not complete and utilitarian, which led to Pip's wrong definition of gentleman.

Pip's gentleman education also includes social education. Social education refers to the education of social members by social institutions other than schools and families. In the development of Pip's character, the change of social environment played an important role. The specific environment of young Pip's life created his kind, honest and compassionate character. Because of the change of living environment , Pip's character changed greatly with the change of social education. After he came to London, Pip did not resist the temptation of the prosperous world, indulged in the life of money. When he realized the distance between the upper class and the lower class, he began to gloat and look down on the lower class.

With the change of social environment, Pip has changed from a kind-hearted simple teenager to a secular youth who gave up affection. In this series of evolution, the social education changed the development of the protagonist Pip's gentleman education[4]. Everyone could not get away from the environment, Pip is no exception. Therefore, Social education can not be ignored, especially in today's era of flourishing education.

3.3 Education Methods Respectively for Cultivating Junzi and Gentleman

Frequently-used methods in Junzi education: teaching students in accordance with their advantages and disadvantages of learning is the main teaching method of Juzni education. Every student is an independent individual. There are psychological, physiological, social and learning environment differences in the learning process of students. At this time, teachers should understand these differences and try to reduce them. In the face of students with different personality, thinking and learning ability, teachers should take different educational measures for them, allowing them to

adopt different learning methods and learn at different speeds.

Proceeding in an orderly way and step by step is also one of the teaching methods of Junzi education. Students' understanding of objective things has a process from simple to complex, from low level to high level, from concrete to abstract. Junzi education adopts a step-by-step approach to enable students to master knowledge systematically because each age of students has different intelligence and learning ability.

Learning for application is also a method of Junzi education. The main point of this method is to combine theoretical knowledge with practical application. Only by practice can the knowledge of learning be continuously consolidated, from shallow to deep, and then to learn deeper knowledge. In the end, learning to apply learned knowledge to life, which is the embodiment of the value of knowledge. Just like the ancient princes and generals, they learned military tactics from a young age in order to use what they learned in the battlefield one day.

The method of gentleman education in *Great Expectations* is mainly through private teaching. When Pip arrived in London, he went to Herbert's home to study. Matthew asked Pip to visit every place in London to learn some knowledge. the teaching method of gentleman education included the method of cultivating children's self-study. When students had the ability of self-study, they could learn knowledge outside the classroom. Obviously, Pip's gentleman education methods included this point.

The model education method is also one of the gentleman education methods in *Great Expectations*. Pip's teacher is a knowledgeable, upper class person, so he is qualified to be a teacher. An excellent demonstration can make students learn knowledge efficiently. Learning in imitation, students can quickly absorb knowledge, and form a variety of learning patterns in the brain.

The main educational methods of gentleman education in Victorian period include intellectual education, moral education and physical education. With regard to physical education methods, Locke emphasized that students should participate in various outdoor activities, such as riding, archery, swimming, etc. Many children were getting worse and worse because of their parents' doting. Therefore, British public schools attached great importance to students' physical training. The teaching method of intellectual education focused on the intellectual stimulation of children.

Through the analysis of Junzi education and gentleman education methods, it can be found that both of them pay attention to the guiding role of teachers and adopt the way of combining practice and learning. In the choice of educational methods, Junzi education focuses more on making teaching plans and methods according to the growth process of students, while gentleman education in *Great Expectations* pays more attention to the application of students' knowledge to choose educational methods[5]. The choice of educational methods is very important for education.

4. Conclusion

Intellectual education, moral education, and physical education are the core contents of gentleman education. In today's society, many parents only pay attention to the students' performance, but ignore the students' physical exercise, resulting in many students' poor physical performance. It is worth learning the physical education in gentleman education The moral education of British gentleman education is the most important content of gentleman education[6].

Junzi education and gentleman education are both advanced educational concepts and have mature practical mechanisms. Moral education begins with the instruction of parents and relatives, then it is strengthened in school education, and finally it is continuously optimized in the real social environment. Therefore, the common efforts of family, school and society can really improve the morality of citizens. For how to integrate the three, Junzi education and gentleman education are appropriate examples.

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