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Nota di contenuto	Preliminary Material -- Editors' Introduction -- 1 From Dialogue to Mass-logue: Oral Performance within Sekimon Shingaku / Masashi Tsujimoto -- 2 Ideological Construction and Books in Early Modern Japan—Political Sense, Cosmology, and World Views / Masaki Wakao -- 3 Treasure Boxes, Fabrics, and Mirrors: On the Contents and the Classification of Popular Encyclopedias from Early Modern Japan / Michael Kinski -- 4 Learning to Read and Write—A Study of Tenaraibon / Yoshinaga Koizumi -- 5 What does “Literature of Correspondence” Mean? An Examination of the Japanese Genre Term raimono and its History / Markus Rüttermann -- 6 The Evolution of ‘Learning’ in Early Modern Japanese Medicine / Machi Senjur -- 7 From Liuyu yanyi to Rikuyu engi taii: Turning a Vernacular Chinese Text into a Moral Textbook in Edo-period Japan / Peter Kornicki -- 8 Chinese Scholarship and Teaching in Eighteenth-Century Kyoto / W. J. Boot -- 9 The Jinkki Phenomenon: The Story of a Longstanding Calculation Manual in Tokugawa Japan / Annick Horiuchi -- 10 From Esoteric Tools to Handbooks “for Beginners”: Printed Divination Books from the Seventeenth Century to the Beginning of the Eighteenth Century / Matthias Hayek -- 11 Learning Painting in Books: Typology, Readership and Uses of Printed Painting Manuals during the Edo Period / Christophe Marq -- Index of Book Titles -- Index of Names -- Index of Subjects.

Sommario/riassunto

Listen, Copy, Read: Popular Learning in Early Modern Japan endeavors to elucidate the mechanisms by which a growing number of men and women of all social strata became involved in acquiring knowledge and skills during the Tokugawa period. It offers an overview of the communication media and tools that teachers, booksellers, and authors elaborated to make such knowledge more accessible to a large audience. Schools, public lectures, private academies or hand-copied or printed manuals devoted to a great variety of topics, from epistolary etiquette or personal ethics to calculation, divination or painting, are here invoked to illustrate the vitality of Tokugawa Japan's 'knowledge market', and to show how popular learning relied on three types of activities: listening, copying and reading. With contributions by: W.J. Boot, Matthias Hayek, Annick Horiuchi, Michael Kinski, Koizumi Yoshinaga, Peter Kornicki, Machi Senjr, Christophe Marquet, Markus Rüttermann, Tsujimoto Masashi, and Wakao Masaki.
