

# FD News-N-Things



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## ICU as a Center of Active Learning (COAL)

M. William Steele, Dean CLA  
(Social Sciences)

ICU recently had the good fortune to be selected both as a Center of Excellence (COE) in Research and as a Center of Learning (COL). I am especially proud that ICU is recognized as one of Japan's preeminent learning institutions. At ICU, students learn to become responsible world citizens; emphasis is placed on becoming active creators and users of knowledge rather than passive recipients of information. I like ICU's slogan "Doing Liberal Arts" precisely because of the importance placed on "active learning." In this short essay I want to explore the contrast between learning and teaching and focus on the meaning of "active learning."

When I began teaching I used to pride myself on the brilliance of my lectures. I would stay up all night preparing lecture notes, and of course try to include as much information as possible in the 70 minute format. I prepared handouts with an outline of my lecture, the main points underlined, and gave students hints where to look for further information. I practiced my delivery style and especially enjoyed lecturing to large numbers of students. Now that I think of it, my lectures were a sort of stage performance. The students seemed pleased and so was I. But no longer. Over the years I have radically changed my teaching style — my lectures have less content and I give the students fewer handouts. And by teaching less, my students (I hope) are learning more. I as well as many other university teachers, under the guidance of FD programs, have tried to move away from the traditional lecture

methods, in which professors talk and students listen. Being physically present in a classroom and listening to a lecture, no matter how brilliant it is, does not constitute learning. What goes into the ear does not necessarily touch the mind. At a liberal arts university such as ICU, students must do more than simply listen; they must read, write, discuss, and solve problems. Giving out too many lecture notes may allow for passive learning. Students must be put into situations requiring them to think: analyze, synthesize, and evaluate. A liberal arts education seeks to liberate students. Students must think for themselves, and to this end they must become active learners.

What is active learning? According to M. Silberman (*Active Learning: 101 Strategies to Teach Any Subject*, 1966), "When learning is active, students do most of the work. They use their brains studying ideas, solving problems, and applying what they learn. Active learning is fast-paced, fun, supportive, and personally engaging. To learn something well, it helps to hear it, see it, ask questions about it, and discuss it with others. Above all, students need to 'do it' figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge they already have or must acquire." ICU's Faculty Development program will help you find out more about "active learning" strategies — about how you, as the teacher, can do less, and the student will learn more! Examples of active learning methods include in-class writing, group projects, collaborative learning,

problem-based learning, case methods, role playing, simulations, peer teaching, and other activities that encourage greater student engagement with critical thinking. Service learning, by taking the class out of the classroom, is also an integral part of the curriculum in a center of active learning. In such an environment professors become facilitators of learning and engage their students in dialogue and encourage “doing” rather than “being.” Of course this is not practical for all courses across the disciplines. The lecture remains the backbone of a liberal arts education; but we should all be aware of a rich repertoire of alternate approaches that can help promote active learning.

As teaching professionals, many of us know that we should change our classroom behavior, but find reform difficult. We don't like giving up control over the classroom. Perhaps we are too conservative; in fact it is easier to lecture for 70 minutes than to carrying out a sustained and meaningful dialogue with students. Students, on their part, sometimes prefer to be passive absorbers of information. In my Spring Term General Education class on environmental history, I divided the 100 students into 20 groups of five members each and set them to work on group projects relating to some aspect of Japanese environmental history. I especially encouraged local topics with the hope that students would talk with people, and use their eyes and ears and noses in researching their projects. The students did a fantastic job; some prepared elaborate powerpoint presentations, others made video presentations, and all showed creativity and levels of initiative far beyond the library-based assignments I used to require. But in my TES comments, some students were dissatisfied. Partly I was to blame for poor time management; the class was larger than I had anticipated and I should have made more adjustments to my syllabus to allow more time for the presentations. But some students objected to being forced to participate in a group project; they preferred to work by themselves. I remain convinced that the class was better because of the group projects, and by taking the risk of turning the class over to the students, I think I was able to create an active learning environment. I will continue to extol the virtues of cooperative learning, but I will also try to be more sensitive to those students who feel uncomfortable working in a group.

Another recent experience convinced me of the value of active learning strategies. During International Week I took part in a simulation of six-party (Japan, China, Russia, South Korea, North Korea, Russia) talks on security issues in Northeast Asia (see the simulation website: <http://subsite.icu.ac.jp/org/northeastasia>). The project was sponsored by ICU's COE grant to promote research on “Peace, Security, and Conviviality.” Three students from Korea and four students from Washington State University in the United States came to ICU to participate in the simulation along with eight ICU students. Professor Tom Preston from Washington State University, Professor Kim Young-ho from the Korean National Defense University, and Professors Gavan McCormack, Roger Buckley, Wilhelm Vosse, and I served as advisors. We gave the students a reading list, engaged them in discussion, explained the rule of the “game,” and then let the students take charge. It was a magical three days; probably one of the most satisfying learning experiences I have ever had in my nearly thirty years of teaching. The professors set the stage and left the acting to the students and they were brilliant. As one student wrote after the simulation, “I left Korea with worries and low expectations, but returned full of knowledge and insights.” The students came up with an innovative solution to the problem of nuclear proliferation on the Korean peninsula, and probably learned more in three days about security issues in Northeast Asia than a semester's worth of lectures by specialists. Gavan McCormack was impressed by the student's performance at mock press conference when they announced the results of the Tokyo six-party talks: “It brought tears to my eyes.” Now that's the sort of praise you don't often hear about student group presentations. And it is the sort of praise that further convinces me of the need to further promote alternative teaching strategies and make ICU known for its excellence as a center of active learning.

Some website on activity learning:

- 1 ) “Active Learning” by L. Dee Fink: <http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/active.htm>
- 2 ) “What is Active Learning?": <http://trc.ucdavis.edu/trc/ta/tatips/activelearning.pdf>
- 3 ) “Active Learning: Creating Excitement in the

Classroom”: [http://www.ericfacility.net/databases/ERIC\\_Digests/ed340272.html](http://www.ericfacility.net/databases/ERIC_Digests/ed340272.html)

College Classroom”: <http://www.educ.drake.edu/romig/activeIng.html>

#### 4 ) “Some Guidelines for Active Learning in the



## Web Syllabi

Hiroshi Suzuki, FD Director  
(Natural Sciences)

### Web Syllabi--Their Primary Objectives

In the September Faculty Development (FD) Committee meeting, we confirmed the following matters.

- a. The primary objectives of the web syllabi are clarified as follows: firstly, they support students to plan their course registrations for short and long terms and also the instructors to give academic advice on registration. Furthermore, they serve the instructors as source material to refine our curriculum so as to revise the education of ICU.
- b. The web syllabi shall be posted one week prior to the Registration Day of each term.

Since the foundation of ICU, as you all know, it has been our long-established tradition to provide students with a syllabus that contains items such as an outline, a schedule, evaluation criteria or a bibliography, etc. For the classes taught. Many of us have followed this procedure, thus clarifying course objectives and principles. In order to distinguish, I would like to refer to this kind of syllabus as a “course syllabus” in this essay. Though forms may vary due to various circumstances, most of the ICU instructors prepare this “course syllabus” and distribute it in the courses they teach. As for myself, I have been using such syllabi since I first taught as a TA in an American graduate school, where I began studying in 1977, drawing upon syllabi prepared by people around me.

On the other hand, on the more national level, guided and financially supported in the form of grants by the Ministry of Education, Culture, Sports, Science and Technology, many of the Japanese universities have - since the late 1990s- began to see the importance of syllabi since the late 1990s. Most of the universities in Japan now publish catalogue-style syllabi right before a new academic year begins and many of them post the same contents on their web sites as well. The purpose

of these syllabi is to clearly specify course contents. However, I think that in reality they are helping students in their course planning. These syllabi partially function to exhibit a sort of “contractual coverage,” in which courses are introduced in detail. Though unnecessary, some national universities have - in order to make their syllabi more in line with students’ needs - established an internal FD committee, comprised of a student chairperson and a faculty vice-chairperson. The student-faculty relationship thus established has helped them make their syllabi more suitable.

“Syllabus,” the record of a FD/GE Faculty Seminar recently published, comes not only with the keynote lecture delivered by President Kinukawa but also with the results of the “Course Registration Project Questionnaire” conducted by a student-based organization, the ICU Millennium Survey (IMS). Please have a read through it.

“While it in many ways is a line up of courses that can be attended, there is much that is not made available (that is, uploaded to the on-campus web) despite the fact that the preliminary information on the contents of classes only exist on the web syllabi. And, as they are only uploaded a few days prior to the Registration Day, they are inadequate for course planning. Moreover, the web syllabi are available only on campus.”

It suggests that:

“Year-by-year, tangible syllabi of all courses be published and distributed in the form of a catalogue at the beginning of each year, which may be replaced by the web syllabi when security issues are solved.”

While encouraging students to plan their course

registration with a long term perspective, in reality, we do not even know what is actually taught in courses other than our own, and therefore are not able to give appropriate advice. The best we can do when asked about certain courses is to say: “*Go and talk with the instructors in charge.*” The Bulletin of the College of Liberal Arts (Bulletin), currently published at ICU, has so limited information, that even to teachers close to the field, who should know to a certain degree, it does not hold enough information to allow for adequate supervision of students from other divisions as is often the case today.

Moreover, syllabi shall also play an important role in the revision of curricula, if, for example, utilized with the results of the Teaching Effective Survey (TES). Some of the divisions collect “course syllabi” and keep them in their offices for general inspection. However, this also differs from place to place.

Consequently, the first thing we must agree upon is that the “web syllabi,” distinguished from “course syllabi,” primarily aim at “helping students to plan their course registrations and the instructors to do course guidance and reorganize their courses.” Of course, some parts of the “web syllabi” may overlap with the “course syllabi” distributed at class. Secondly, we need to agree that the web syllabi are in principle uploaded at least one week prior to the Registration Day in each term. There has been no deadline set until day. As a matter of fact, The FD office, which is responsible for uploading the part-time instructors’ syllabi, asks them to submit their syllabi at a deadline two weeks before the Registration Day. As a consequence, when you access the web syllabi about one week before the Registration Day, you find nothing but syllabi by part-time instructors. By having everybody respect the deadline for uploading, the students as well will have a margin before the Registration Day, and will be able to put together a course plan.

While discussing this matter in the FD committee, the possibility of setting the deadline even earlier was considered. However, considering the university’s current registration system, under which curricula are completed by the end of a term, it was concluded that it is quite understandable that many faculty members hesitate to upload their syllabi many terms in advance. On the other hand, if one is prepared to post information available at an early stage and make necessary modifications later, that is even better. The current uploading system allows the instructors to make unlimited modifications. Therefore, rather than emphasizing the “contract”-aspect of the web syllabi it would be natural to consider its main purpose as being one of helping students

in their course planning of courses you teach. Your understanding and cooperation is greatly appreciated.

### Ideas for future support

The support outline below is currently examined in collaboration with the ILC:

- a . Publication of the Bulletin on the ICU’s internal server and linking it to the web syllabi posted over the past five years.
- b . Enabling limited/unlimited web syllabi accesses from off-campus by establishing a portal site and introducing management tools, etc.
- c . Simplifying the procedures for uploading the web syllabi and for reusing past web syllabi.

Students rely on the *Course Offerings & Guide to Academic Regulations* (Course Offerings) and the web syllabi, whereas they hardly consult the Bulletin when planning their course registrations. The purpose of the item a. above is to put the Bulletin to more practical use. The purpose of linking to past syllabi is to make it easier to refer to them even if the latest editions of the new syllabi have not been uploaded. In addition, the possibility of posting additional parts such as teacher-training related information (specifications for teacher certification courses, etc.) or guidance offered by each division is being investigated. I think, that when the faculty staff revise the curricula, they will also have more chances to go over the Bulletin, and being able to view the Bulletin in English and Japanese at the same time, and search the syllabi, will also be useful when investigating the curricula.

Enabling external access is also a pending issue that should be solved within a near future. As stated in item b., we are investigating the possibility of constructing a portal site and of clearing copyright problems on course information, thus allowing the presentation of richer and more detailed information by enabling limited and unlimited access. I would like to ask of all of you, that there will not be many syllabi that will not be uploaded one week in advance of the Registration Day, when syllabi becomes accessible from off-campus by the next fiscal year.

It has become easier to upload syllabi to the web, but there are still multiple things that should be improved. Not only should the things mentioned in c. be simplified, we would also like to have your opinions and requests in order to make the procedure easier. In principle, all the full-time instructors are expected to upload their syllabi on their own. If you have any

questions concerning uploading, please feel free to contact us. At the FD Office we will provide whatever support we can (tel: 33-3639). Furthermore, in case you can not find time to do it, we will do the uploading for you. In that case, please send us your syllabus (syllabi) at: fd-support@icu.ac.jp

Having had this opportunity to write about "Web syllabi", I should say that I am no education expert. Due to that, there may be parts where my understanding is inadequate, and parts that are based on incorrect information. Your advice as well as opinions - not being limited to the syllabi - is sincerely appreciated. Please let us know if you request a specific form of

support from us. Contact us at the e-mail address above. We would very much like to discuss these matters directly.<sup>1</sup>

#### Reference:

1. "Syllabus," FD • GE Faculty Seminar, October 2002, International Christian University.

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<sup>1</sup> I have had a meeting with the IMS members, in which I explained the matters confirmed in the September FD committee meeting and exchanged ideas and opinions with the members.

## Syllabus as a Point of Origin, Syllabus as a Result

Akira Tachikawa  
(Education)

Mr. Kazuo Isoda, who taught at ICU in the past, differentiates between point of departure curricula and resultant curricula in one of his books, *Jugyo no Genri wo Motomete* (Kyoiku-Shuppan, 1980, 54). School teachers generally make textbooks and teaching guidelines their foundation for developing their daily learning activities with the students. This build-up becomes the students' macrocosm of learning experience for a month or perhaps a year. In other words it becomes the curriculum. However, students and parents are well aware that such macrocosms differ from school to school and also differ depending on the individual teacher. I myself read the Kenkyusha editions of Lionel Trilling and Aldous Huxley in my English reading classes when I was a high school student. However, to be honest, the contents was quite difficult compared the readings I later encountered in FEP at ICU. If the content of learning is decided upon with textbooks and teaching guidelines as the foundation, such irregularities simply can not occur. The former should aim at being a point of departure, and the latter should to be its duteous reflection. This is the meaning of a curriculum as a point of departure. By contrast, the reading of Trilling and Huxley in high school was a resultant curriculum. Regardless of whatever guidelines indicate, an audacious teacher and lively students would overcome together difficulties attending reading Trilling and Huxley. On the contrary, it seemed to me nothing less than those would have satisfied us (even though I know hesitate to so

assert). The macrocosm of education experience is not set by teaching guidelines deciding for example the scope of reading classes in the third year of high school, but by a teacher's competence and guidance skills, the students ability to respond, and it gradually arises out of the mutual interaction.

It may be possible to make the same differentiation in terms of syllabi as well. One must state an objective that one would like to achieve in a course. In relation to that, the teacher must, during the course of the term, present and cover the outline of the content that he or she wants the students to understand. One must state the nature of assignments and examinations and clarify the responsibilities of the students auditing the course and of the teacher in charge. One must offer reference books, surveys and research assistance. Making the syllabus the foundation, a teacher can conduct lectures and correct student assignments along its lines. In such a case the syllabus becomes the springboard of educational activities in that term. A syllabus as a point of departure. Then what is a resultant syllabus? Most naturally, teachers make preliminary plans for a specific course in a given term, considering what to present it which order and whether or not to include assignments. It is necessary to share this with the students attending the courses. However, the point of a resultant syllabus is, that changes occur in the original in the process of lectures and discussions. I would like to give a concrete example of this. In the past I discussed the the national monopoly of textbooks in the

third decade of the Meiji era in a class on history of Japanese education. Back then, a student posed the question of why the modern civic directions in the first government-monopolized textbook on morals were strong compared to previous authorized textbooks. I myself answered without a flicker of doubt that government designation was a strengthening of nationalism in education, and I remember that I also had to defend myself a little. Immediately after that I became aware that there was plenty of basis for the student's question when I looked into some sources. First of all my explanation of the origins of the liberal education of the Taisho era was changed. I was also forced to reconsider my explanation of not only the period in which it began, but also of the maternal body driving the movement. Furthermore, I was also compelled to adjust my explanation of the characteristics of education in and outside of school in the early Showa era up to the Pacific War. Consequently, the lecture plan covering the period after late Meiji was disorganized. Had I been asked to present a syllabus for Japanese educational history in that term, back then, I guess I would have been hesitant to present my initial plan. If anything, I guess I would have had to report that I set out with such and such

plan, had questions from the student during the course, deviated from the original plan, and in the end arrived at this and that point. Fortunately, there are no records left from that time...! This is a resultant syllabus.

Of course there are differences in the meaning of syllabi according to the academic field. It may be that it is decided that at a given step in a given field the content that should be covered in a course should not be changed. In other fields there are courses where it is not out of the ordinary if the content covered is changed every year. However, would it not be beneficial if - in any given course - students and the teacher through mutual collaboration once or twice during the course change the scheduled syllabus if discrepancies are found? This would witness that university-like educational activities are formed - to a greater or lesser extend - among the participants, including the teachers. After all, we do not want to educate students, who applaud excessively when the teacher completes the course staying true to the syllabus, and painfully blame him or her for even slight deviations. In order to accomplish that, I wish to endorse resultant syllabi rather than syllabi as points of origin.

(English translation provided by FD office)

### New Teaching Staff



**Insung Jung**  
(Education)

It was with an excitement when I first visited ICU early this year. Unlike other university

campuses I had seen in Tokyo, the ICU campus was surrounded by trees and carefully managed. I could easily hear bird songs all over the campus. The University Church seemed to greet me with a broad smile. I felt warmth in the campus even though it was a cold winter day.

Before joining ICU in September 2003, I worked as a professor of the Dept. of Educational Technology at the Ewha Womans University, one of the sister universities of ICU, and served as the director of the Multimedia Education Center, a university facility responsible for developing and managing e-learning programs. I received my BA in Education from Seoul National University, Korea and earned a doctoral degree in Instructional Systems Technology from Indiana University in USA in 1989. My first

professional career began at the Korea Broadcasting Research Institute as a senior researcher. I worked with a team of instructional designers and TV production personnel to develop resource-based training programs for those who worked in the broadcasting field. It was not an easy task but surely it was exciting! We were able to develop a training road map for each job category in broadcasting industries, produce several pilot programs, and implement them in training professionals from Korea's major broadcasting institutions.

Between 1990 and 1999, I worked at the Korea National Open University (KNOU) as a professor. During my years at KNOU, I managed several projects on the development and evaluation of distance education via print, video-conferencing, satellite broadcasting, and computer network. As results of these projects, I published quite a number of articles in major journals. As distance education has become popular in our lifelong learning society, my roles as an expert in that arena have been expanded and extended to the national and international level.

I became to be involved in national policy development and evaluation on use of information and

communications technologies (ICT) in K-12, higher education, teacher training, and corporate education. As a member of several committees in Ministry of Education, Ministry of Information and Telecommunication, Ministry of Commerce, Industry and Energy, Ministry of Gender Equality, Ministry of Labor, and Ministry of Government Administration & Home Affairs, I have accumulated professional knowledge and experiences in policy formulation and implementation in the field of educational technology.

Besides services at the national level, I have worked as an international consultant for the World Bank, UNESCO, and APEC and published several papers related to e-learning or use of ICT in education. I also taught graduate-level courses at Indiana University and Penn State University. I have enjoyed teaching and conducting research in these international organizations.

For many years, I have conducted research projects on the use of new information and communications technology in education, on instructional systems design for distance learning and on educational policy development and cost-effectiveness analyses in distance education and e-learning in particular. My current research interests at ICU include the development and evaluation of virtual learning environment, the interactive instructional design, online collaboration and communication, cost-effectiveness studies, the application of instructional theories to the development of learning materials, and the use of AV materials for learning.

I'd like to help ICU students experience an interdisciplinary ICT-based, creative curriculum, encounter an international perspective and develop collaborative learning environment. Through my courses at ICU such as Principles of Educational Technology, Communication Research, Broadcast Education, and Computers in Education, I will try to implement learner-centered curriculum in which learners have a wider opportunity to develop their abilities in collaboration with peers. In addition, advanced ICT such as Internet will be used as an interactive communication tool for teaching and learning.

I am enjoying both quiet and busy life at ICU. I believe that everything happens for the best. I am grateful for this opportunity of being a member of ICU knowledge community.



**Takayuki Kimura**  
(International Studies)

My name is Takayuki Kimura and I joined ICU as a visiting professor in September this year. Until the end of last year, I worked for the

Ministry of Foreign Affairs, spending some 40 years in the Japanese foreign service. I took the Foreign Service Examination in 1961 one year after a series of campus revolts against the Japan-U.S. Security Treaty broke off. I remember that I was on my mettle when I first joined the Ministry. I have experience working both in the Ministry and abroad: Nine years in the US, five years in Southeast Asia (Thailand, Malaysia), three years in the Middle East (Jordan) and eight years in Europe (France, England, Belgium).

In my early days, when I was assigned the duty of doing business in communist countries, I was often tailed when I took a business trip. In Thailand, during the Vietnam War, I was responsible for aid for three countries concerned, which as a result put me in danger. In Malaysia, I had frequent contact with the Prime Minister Mahathir bin Mohamad and gave him whatever advice and cooperation I could offer for the Look East Policy, which was inaugurated around that time. In Washington, during the Gulf War, I spent every day in a tense atmosphere, keeping track of the military situation and negotiating with the American government about Japan's assistance in the war. When I worked as Ambassador of Global Environmental Issues, I, as a representative of Japan, went to the U.N. Headquarters to subscribe the Kyoto Protocol. Then, until last year, as Ambassador of the EU Representative Office, I was directly involved in the development of European integration and tried to do my best to promote Japan-Europe collaborative relationships. I also faced several cases of tough bargaining in this period of my life.

Looking back, what seemed the most valuable during my days as an ambassador, was to get to know people from different walks of life--foreign politicians, scholars, business leaders, ambassadors and people working in various areas such as media. Opponents, with whom I had a great difficulty negotiating, or with whom I had disagreements, turned out to be the ones I still keep in touch with. Whenever a chance occurs, we call on each other to exchange greetings and renew friendship. When I consider my experiences in the real diplomacy, I often felt that domestic reviews and

analyses of matters such as actual decision-makings, judgments on states of affairs, or problems we specifically paid attention to when negotiating, were quite different from what things really were. If there is anything I can contribute to research and lectures at ICU, it will be a perspective for interpretation of actual international relationships built on my 40 years of experience and subsequent study how these relationships can be theorized as modern international relationships. I believe this perspective offers an approach different from the one that starts from a “theory” that tells what international relationships should be and evaluates real-life situations accordingly.

Graduating from the law faculty of Tokyo University, I studied economics in on-the-job training at Williams University in the US. I then continued my research at The Royal Institute of International Affairs in England during my sabbatical. I also have teaching experience from South Florida University. From my experience in the US as a student and teacher, I became acutely aware of how little students studied in Japanese universities. (I don’t think that I, in particular, studied less than other students generally did.) Therefore, it makes me especially happy to be teaching at ICU where both fellow professors and students are dedicated to their studies. I’m looking forward to working together with you all.

(English translation provided by FD office)



**Hideki Okamura**  
(Natural Sciences)

I arrived at my post in the Physics Department this September. Graduating from the Department of Applied Physics School of Engineering, The University of Tokyo, I continued my studies in the graduate school of the same university, where I received both my MA and Ph.D. Before coming to ICU, I worked at a government-affiliated institute, The Institute of Physical and Chemical Research, which led me to a post as a visiting scientist in the Steacie Institute for Molecular Sciences, a facility organized by National Research Council Canada.

In college, I studied four-wave mixing and optical bi-stability in the active layer of a laser diode. In graduate school, I studied photorefractive effect with very short light pulses and its application to three-dimensional optical recording. I have worked in areas such as laser isotope separation; infrared multi-photon

absorption and dissociation; tunable infrared laser diode absorption spectroscopy; coulomb explosion of rare gas clusters with femtosecond laser pulses; trapping of neutral molecules by intense laser field; non-sequential ionization by elliptically polarized femtosecond laser pulses; two-photon absorption and ionization by soft X-ray laser pulses; and space-charge effect in a time-of-flight analyzer using tunneling ionization by femtosecond laser pulses.

As presented above, I specialize in light. I am one of the people who have been fascinated by light. I was in the eighth grade, when I visited an exhibition on holograms. Thrilled by the beauty of the laser beam and the hologram image reproduced, which looked as if it was an object from a different dimension, my interest in light was triggered at that moment.

Also, I think I drew my inspiration from my father, who was interested in photography. I have a family history of photography and such. My great grandfather, a junior high school teacher, ended up beginning a movie enterprise. My grandfather had more than a few cameras lying around his house. Genesis states that God said, “Let there be light” and there was light. As this symbolizes the beginning of the world, there is a mystic appeal about light.

I was moved by the liberal arts education that ICU advocates, which was one of the reasons why I decided that I wanted to work for ICU. In the field of math and science, where you are expected to study enormous, expanding numbers of articles, some of instructors actually believe that it is enough, not to mention wise, to only teach their specialty. Otherwise, you wouldn’t be able to win in the tough competition. I, on the other hand, believe that research is one of the most human activities, purely intellectual and apart from instincts such as self-preservation. It is also one of the most productive activities there are for human beings. Therefore, it is my belief that researchers, just like everybody else, are expected to be as cultured as they can be. ICU students of Humanities and Social Sciences are lucky that this university has the Division of Natural Sciences open for them as well. Without being exposed to the knowledge and thinking that math and science invites us to indulge in, I don’t think anybody has yet developed into a well-educated adult with the balanced cultivation, which sets him/her free.

I might have written things with no thought for the consequences. I have not had much experience here. I am looking forward to meeting you all.

(English translation provided by FD office)