

Mobility of Scholars, Expansion of Linguistic-Cognitive Space, and Translation. Asian Education in Modern Time. Presentation

Guest Editors

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Abstract: Taking modern time into historical considerations, the era from the mid-19th century to the end of the 20th century was full of heterogeneous facts and events, including the two World Wars. Of such diverse national histories, movement of people crossing borders was common to a greater extent for Asians. In this special edition, v. 7, n. 2 (2020), the editors choose first the mobility of students as a common trend in history. The second commonality is the problems of language teaching. Japan introduced modern knowledge and skills from Europe and America. It was urgent to acquire languages of European people so that they might understand European thought and institutions as correctly as possible. Another question addressed in this Special Issue is what kind of translation there could be between nations. This kind of question reminds us of a common task for the Asians to establish their national languages. Mutual dialogue between different nations should require either common language or translation. The translation must cover not only vocabulary but concept and way of thinking. Special attention is paid too to the question of the types of tertiary education institutions which were modified into plural forms, and their curriculum and teaching styles were also re-directed towards capabilities adaptable to market needs.

Keywords: Academic Mobility, Expansion of Linguistic-Cognitive Space, translation, Asian education.

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When we edited the v. 5, n. 2 (2018), we wrote that modern education could cross over the borders of states, cultures and ethnicities. We think that it could immerse every corner of Asian societies. Modernization suggested people build their

nation-states on the principles of constitutionalism, individualism, industrialism and democracy. We took these as Grammar of Modernity in Asia. Taking modern time into historical considerations, the era from the mid-19th century to the end of the 20th century was full of heterogeneous facts and events, including the two World Wars. Of such diverse national histories, movement of people crossing borders was common to a greater extent for Asians. In this special edition, v. 7, n. 2 (2020), the editors choose first the mobility of students as a common trend in history. The first and second articles show how Japanese women went abroad for studies and examine what achievements they made in educational development for girls in Japan. Their movements crossing borders accompanied knowledge transfers from Anglo-American and European countries to Japan. How far can it be comparable to the transitions of Islamic knowledge to Europe in the middle age? The second commonality is the problems of language teaching. Japan introduced modern knowledge and skills from Europe and America. It was urgent to acquire languages of European people so that they might understand European thought and institutions as correctly as possible. In one case or another, as is seen in the third article, linguistic adaptation caused not only personal but national crises. What kind of multi-linguistic modernity could be achieved through foreign language teaching? In this regard, the fourth article may raise another question touching the conflict between vernaculars and dominant foreign languages. In Burundi, as is the case with other African countries, once European languages were dominant and people were left alienated from their own tongues. Could it be possible for Chinese as intellectual communication vehicle dominant over Burundi? The Institute of Confucius may work as the state branch of Chinese government. The problems of this kind have been common for all people in East, South and Southeast Asia. The story of Umeko Tsuda, in the second article, may vindicate the subtlety of personal modernization of an individual in language acquisitions. Rwantabagu, in the fifth article, discusses this point touching dialogue between nations. In which language can it be possible for Burundi as a nation to talk to Chinese people as another State? What kind of translation could be there between them? This kind of question reminds us of a common task for the Asians to establish their national languages. Mutual dialogue between different nations should require either common language or translation. The translation must cover not only vocabulary but concept and way of thinking. On this Special Issue, the third article comes to the general issues of translation in terms of history. Historiographical reflections may reveal diverse and intense debates of «what history can be, must be, and has been». Referring to Karl Mannheim, tells us indeterminate imagination of modern history. History textbooks in China and Japan are neither academic in their discourses nor orthodox in historiographical framing up. How far can it be possible for Asians to have a common textbook in history? This question may lead the readers to fourth article, where the author talks on new learning ability which can be nurtured and grown to maturity based on new literacy defined as ICT literacy. In this article, appears a new notion of Common, which is a space open for all in learning. The notion responds to another new notion of Multitude coined by Paolo Virno (2004, 2008). Coming of new capitalism required to alternate the university curriculum. In Japan, higher education policies changed the basic standpoints which guided the series of university policies since the mid-20th century. The types of tertiary education

institutions were modified into plural forms, and their curriculum and teaching styles were also re-directed towards capabilities adaptable to market needs. This kind of reorganizations were, however, not destined toward liberating human intellectual abilities from conventionalism in higher learning to creative potentialities in learning itself. The article in question deals with such problems. Positivist survey over the curriculum adopted by Japanese higher education institutions and its outcomes are displayed in the tables. New literacy driven by information technology can only be directed and nurtured by new literacy itself. In this sense, reorganization of learning based on digital devices are necessitated.

This Special Issue presents only five articles. Their discourses, however, cross various genres of modern and post-modern dimensions of human learning in formal, informal and nonformal education. We, the editors, believe that all the articles may lead the readers to new spheres of historical and comparative studies not only in Asian education but in education in other continents.

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