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教養教育ニュースレター

# アンゲリア

ἀγγελία



「アンゲリア」はギリシャ語で「ニュース・伝言・メッセージ」という意味です。

国立大学法人岐阜大学  
教養教育推進センター

平成22年10月1日、より一層の英語教育充実のため、教養教育推進センターに英語を専門とする特任准教授二名が着任されました。平成24年度から英語講義のコマ数の増加など、様々な教育改革が行われていく予定です。今後の教養教育推進センターでの英語教育の展望や、学生の皆さんへのメッセージとして、お二方それぞれより一言いただきましたので、ご紹介させていただきます。



スリカンタ・サチタナンタン先生

## 'Towards the Future'

by Sachithanantham Sri Kantha

While I taught Scientific English at the then Faculty of Agriculture (now, Faculty of Applied and Biological Sciences) during 2000-2002, I provided a class exercise to students, to write briefly about 'What is Truth?' in English. The objective was to instill an understanding on the concept of truth. The reason for the exercise: eruption of a few scandals in Japan and in other countries, relating to scientific integrity. Among the 80-odd responses that I collected, quite many were stimulating, entertaining and thought-provoking. I provide two examples below [grammatical errors in

the original are not corrected.]:

"Truth is nothing. Because truth doesn't have a definition. People are different from each other in thoughts. So, people are different from each other in truth. Writing in newspaper is not all truth. And the judgments are not all truth. In short, truth is nothing."

"I think the truth is like a ghost. Everybody knows this word. But nobody can say clearly what this is. Each people has their own vague form of truths. Although the truth often helps people, it also hurts them. And the truth sometimes disappears. After all, the truth is a ghost."

Originality was there. But, it deserved some polish. That should be the main function of a university teacher. Whether one agrees with these views or not, I felt that as a teacher one has to guide these students in their self exploration of the society, world and universe.

What is good teaching? I particularly liked the definition of 'good teaching' as provided by Donald Rinsley [Science, August 27, 1971, v. 173, p. 768]. "A good teacher is a person who provides far more than textbooks or lectures; he [she] offers himself as a model for his [her] students' identification."

Providence had helped me to be familiar with three cultures; namely Sri Lanka (first 28 years), USA (6+ years) and Japan (23+ years). Having taught and researched at the Faculties of Science, Medicine and Agriculture in nine universities in the past, I look forward to my rejuvenation of commitment to the students of Gifu University. Bertrand Russell, the British polymath (a mathematician, philosopher, pedagogue, social activist and a Nobel literature prize laureate) is my intellectual idol. He was also a tri-linguist, adept in English, French and German. It is a pity that Japan hasn't developed an intellectual in the caliber of Bertrand Russell in the 20th century. My mission is to stimulate the younger students to aim for the highest goals reached by Russell and other scholars of his caliber.

I understand that each student who enters Gifu University is a special person, having distinct talent and skills. Like what the lyric of Shimakura Chiyoko's hit song '人生いろいろ 男もいろいろ女だっていろいろ' states. My work and hope is to polish these jewels to be productive to the society at large.