

from overseas in Japanese culture, especially various aspects of its popular culture, we launched a six-year project starting in 2016 on “Historical and International Research into Popular Culture to Pursue New Images of Japan.” This project will serve as the pivot for the strengthening of networks among overseas institutions engaged in research on Japanese culture as well as for the formation of a consortium of universities in Japan involved in international research on Japanese culture. We will thereby encourage exchange of people and information and formulate prescriptions of all kinds for the globalization of research on Japanese culture.

Nichibunken’s future is charted by the ceaseless efforts of its faculty and staff and benefits from the generous cooperation of Japanese studies scholars in Japan and overseas. We look forward to your support and goodwill now and in the years ahead.



よる新しい日本像の創出」を昨年度から六年計画で発足させました。そして、このプロジェクトを軸にして海外の日本文化研究機関とのネットワークの強化や国内の大学の「国際日本文化」関係の大学とも連携してコンソーシアムを形成し、人材・情報の交換を図り、グローバル化する日本文化研究へのさまざまな処方箋を考えていこうとしております。

日文研の将来は、所員の絶え間ない努力と国内外の日本研究者たちの協力・支援によって切り拓かれるものです。関係者の皆さんには、今後ともよろしくのご支援・ご教示を賜りたいと思います。

(原文：日本語)

“Historical and International Research into Popular Culture to Pursue New Images of Japan”
kick-off group photograph.
(Photograph: Research Cooperation Section)
集合写真(撮影：研究協力課)

Nichibunken Celebrating Its Year of “Standing Firm”

LIU Jianhui (Deputy Director-General)

Confucius famously said “At fifteen my heart was set on learning; at thirty I stood firm; at forty I had no more doubts; at fifty I knew the will of heaven . . .” (*Analects*, Chapter 4). In these words, arising from his assessment of his life, he recalls how it was only at the age of thirty that he has established the basis of his own moral stance and knowledge and that it had given the confidence to “stand firm” in his own ideas, words, and actions.

Nichibunken has reached the age of thirty. While the growth of an individual and the development of an organization may not necessarily follow the same pattern, there are ample parallels in the difficulties and agonies of an institution’s founding phase, the failures and trial-and-error efforts of its mature phase, and finally the confidence and pride established after having moved beyond those phases.

Looking back over these thirty years, there are what we could

而立の年を迎える日文研

劉 建輝 (副所長)

孔子曰く「吾、十有五にして学に志し、三十にして立ち、四十にして惑わず、五十にして天命を知る」(「論語・為政篇」)。自らの生涯を振り返って言った言葉だが、而立、つまり三十という年になってようやく自分の中で道徳観や学識が確立し、そしてそれが自信となって自らの思想や言動も固まったというのである。

日文研は、今年で創立三十周年を迎える。もちろん、一個人の成長と一組織の変遷が単純に並行して展開されるわけではないが、創立期の苦勞や苦惱、成長期の失敗や試行錯誤、またそれらを乗り越えた後獲得した自負や自信などにおいては大いに重なるものがあると言えよう。

思えば、この三十年間、日文研はおおむね三つの「世代」を経て今日に至っている。つまり

describe as three “generations.” There is the first generation of founding members led by Umehara Takeshi; then the second generation that carried on the founding aspirations and sustained the growth of Nichibunken, and also the third generation of admirers of the first two generations who have joined their ranks in the past ten or fifteen years. Compared to the distinguished figures of the founding phase and the widely admired stalwarts who came after them, those of the current third generation undeniably fall into the category of “young blood.” I think we can be proud, however, of the distinctively third-generation research style that is steadily becoming established. Not only does it carry on the founding spirit of our forebears but is even better suited to the internationalism and interdisciplinary approach that is Nichibunken’s motto. This thirtieth anniversary is indeed a turning point that marks our season to stand firm.

At the same time, moreover, the needs of Japanese studies worldwide have changed greatly. The old approach of praise for the economic miracle and focus on the politics and society out of which it arose is now a thing of the past; today the soft power of culture and the phenomena of that culture has become the more compelling source of interest. Meanwhile, the notion of “international Japanese studies,” which Nichibunken has asserted since its founding, has finally been recognized, and work on building a consortium of a dozen or more universities in Japan that specialize in this subject is proceeding.

The domestic and international world surrounding Nichibunken has altered considerably in these thirty years, and we face the kinds of issues and decisions inevitable in any period of transition. But it is exactly at this juncture that we should recall Confucius’s words about “standing firm” and resolve to firmly embrace ideas and behavior based on solid scholarship. And if we commit ourselves to this endeavor, we will reach our next turning point at forty having achieved a state where “we will have no more doubts,” allowing us to cope with whatever situation might come our way.

梅原猛先生をはじめとする創立に関わった第一世代、その志を受け継ぎ、長らく日文研の成長を支えてきた第二世代、そしてこの両世代を慕い、ここ十数年の間日文研の一員に伍した第三世代である。創立期の錚々たる顔ぶれやその後の重鎮たちに比べて、第三世代の現有メンバーはまだいくぶん「若輩」であることは否めない。ただ一研究組織としては、先輩たちの初心を貫きながらも、日文研のモットーである国際性、学際性により相応しく、第三世代独自の研究スタイルを徐々に確立させつつあることは自負できよう。三十周年とはまさにそういう転換期をも意味する而立の時にほかならない。

そして、時期を同じくして、世界的に日本研究に対するニーズも大きく変化した。経済的な奇跡を評価し、その原因などを探る政治や社会へのアプローチが後退し、かわりに日本のソフトパワーに魅せられ、その文化的事象への関心が日々高まっている。一方、日文研が創立当初に打ち出した「国際日本研究」がようやく認知され、今や国内十数の大学と連携し、当分野を特化したコンソーシアムの構築も進められている。

このように、三十年にして、日文研をめぐる内外の環境が大きく変わり、転換期特有のさまざまな問題も解決を待っているが、しかし、ここでこそ而立の意味する、自らの学識が確立し、それに基づいて思想や言動も固まるという姿勢を想起すべきだろう。そして、この姿勢を貫けていけばこそ、いずれどのような事態にも対応できる「不惑の年」——きたる四十周年を迎えることができるに違いない。

(原文：日本語)

Answering the Demand for “Proper Manga Textbooks”

誰でも使えるまんが・アニメの教科書づくり

ŌTSUKA Eiji (Professor)

大塚英志 (教授)

Lately I have been engaged in creating e-learning textbooks. From my 15-unit lecture series on storytelling taught as part of the curriculum for first-year students at the university where I was previously employed to teach about manga, I remade the lessons so they could be accessed by smart phone. Officially, it is intended for a correspondence high school textbook. Students learn through text and videos, create projects to fulfill the

このところずっと、eラーニング教材をつくっている。前任校だった、まんがの描き方を教える大学での、一回生向けのカリキュラムの内、ストーリーテリングの講義15コマをスマホで使用できる、教材につくり変えた。テキストや動画で学び、課題を制作し、LINEで提出できる。建前としては、通信制高校用教材で、