

令和5年度 九州産業大学大学院入学試験問題用紙（春期）

国際文化研究科 国際文化専攻 博士後期課程

入試区分：一般

以下の英文を読み、設問1～6に答えなさい。

One episode of the life of Kanō *shihan* (master) not generally appreciated by *jūdōka* is his extended effort to educate Chinese students. This effort saw him undertake a Meiji government sponsored months' long, thousands of kilometers official trip through Q'ing dynasty China in which he met mandarins, had secret conversations with overlords, visited the tomb of the founder of orthodox neo-Confucianism, contacted future revolutionaries, and dodged pirates.

Beginning with a small private *juku* in a rented facility, Kanō developed a purpose built school that inducted almost 8,000 Chinese over years, hundreds enrolled at any given time. He first named it 亦樂書院 *Jiraku Shoin*, a name derived from an ancient Confucian classic text, then again changed the *kanji* for the new name after being informed by some of his students that such a name violated an obscure ancient naming taboo by using the name of a Chinese Emperor, an affront to traditional Chinese. Today in Japanese we know it as the 弘文学院 *Kōbun Gakuin*, in Chinese history it is known as the *Hongwen Academy*.

It was essentially a preparatory school, primarily intended to bring the diverse group of polyglot Chinese students to an acceptable level of comprehension and communications in spoken and written Japanese and a foundation in other topics so the students could later enroll in regular advanced education in Japanese higher education institutes, including Kanō's own 東京高等師範学校 *Tōkyō Kōtō Shihan Gakko* Tokyo Higher Normal School, Japan's highest teacher training academy. There they would study to become the new teaching cadre that backwards China so desperately needed to modernize its education system. They were joined by a number that went on to study at military or police training facilities until the Japanese government banned the practice.

In teaching Japanese to so many foreigners at once, almost inadvertently the school became one of the foremost working laboratories of teaching the Japanese language, which Kanō himself helped to codify. In mid-Meiji, the school developed a Japanese language training program which it published; the book, *Nihongo Kyōkasho, A Japanese Textbook* and its training program was so well regarded that it stayed in print for over thirty years.

The school remained in operation for years until political propaganda fostered by Europeans and Americans fueled anti-Japanese sentiment to the point that enrollment fell off sharply. Kanō, who lived on the school compound bought for the project in a large house he had built, acquired the huge plot of land years after the school closed and lived there until his death in 1938, when his eldest surviving son and future Kodokan president Kanō Risei inherited the compound.

In the years of the *Kōbun Gakuin*, Kanō met many men and women who would become key figures in the future of China. Some became founders and political leaders of all three rival Chinese governments vying for power in World War II and its subsequent Civil War, contributing to the deaths of tens of millions of Chinese, as well as teachers and businessmen desperately trying to bolster the faltering China. Some stayed in touch with Kanō for decades afterwards. The students included future Communists, Nationalists, collaborators with the invading Japanese, soldiers, artists, authors, and even Mao's father in law.

(cited from Lance Gatling's *The Kanō Chronicles*, published online on August 30, 2020.)

- 問1 嘉納が清朝中国を公式訪問した時に実行したことは何か、日本語で説明しなさい。
- 問2 嘉納が私塾「亦樂書院」を後に改名したのは何故か、日本語で説明しなさい。
- 問3 「弘文学院」の基本的な役割は何だったか、日本語で説明しなさい。
- 問4 第4段落（下線を付けた英文）を日本語に翻訳しなさい。
- 問5 「弘文学院」が閉校に追い込まれたのは何故か、日本語で説明しなさい。
- 問6 嘉納が「弘文学院」時代に出会った人々はどのような人々だったか、日本語で説明しなさい。

試験科目	英語
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