

(For JSPS Fellow)

Form B-5

Date (日付)

13/12/2016 (Date/Month/Year: 日/月/年)**Activity Report -Science Dialogue Program-**

(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): CHING Chao-jung (ID No. P15303)- Participating school (学校名): Fukui Prefectural Fujishima high school- Date (実施日時): 17/12/2016 (Date/Month/Year: 日/月/年)- Lecture title (講演題目): (in English) Research as a Lifestyle: A case of start and progress in the Silk Road Studies
(in Japanese)

- Lecture summary (講演概要):

The concept of "Silk Road" (German Seidenstraße) invented by F. von Richthofen (1833-1905) nowadays refers to a network of trade routes and socio-cultural links from the mainland China to Mediterranean Sea. Before the export of silk from the Former Han 漢 Empire, a large part of the network had been formed for the trade of jade, lapis lazuli and other precious goods. In the first millennium of Common Era, many commodities were also imported from the "West Regions" (西域) to mainland China, e.g. horses, musk, sandalwood, in addition to the transmission of Buddhism, Zoroastrianism, Manichaeism and Christianity. The oasis states in ancient Chinese Turkestan (Xinjiang 新疆) were among the most important crossroads for the traders from Sogdiana, Tocharistan (= Bactria) and other regions in the west of the Pamirs.

In this lecture, I talked about my early life in Taiwan and my reason to become a researcher in Silk Road Studies from my study of math and natural sciences since my high school and undergraduate program (National Experimental High School At Science Based Industrial Park, Hsin-chu and Department of Physics, National Taiwan University, respectively). Then I explained my special interest – the pre-Islamic oasis states on the northern rim of the Tarim Basin – concerning the development of local Buddhist economy and writing cultures, through my decipherment of Kuchean (= Tocharian B, an Indo-European language) documents and other first-hand material. In particular, the varieties of ancient scripts and languages found in Xinjiang were introduced to students, including the evolution of local types of the Brāhmī and Kharoṣṭhī scripts. Taking my research life as an example, I encouraged participating students to keep exploring their interests and learn their best at every stage of their study.

- Language used (使用言語): English

- Lecture format (講演形式):

◆Lecture time (講演時間) 50 min (分), Q&A time (質疑応答時間) 15 min (分)

◆Lecture style (ex.: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))

Usage of projector. Handout (abstract, list of keywords and their Japanese translations, maps) and 10 pages of reading material (Japanese text selected from 森安孝夫, シルクロードと唐帝国 (興亡の世界史 05), 講談社, 2007) for students

◆Interpretation (ex.: assistance by accompanied person, provided Japanese explanation by yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

Assistance by my colleague for briefly translating special terms in linguistics, Buddhist Studies and Sinology during the lecture as well as the Q&A time.

◆Name and title of accompanied person (同行者 職・氏名)

Dr. OGIHARA Hirotochi 荻原裕敏 (Associate Professor, Hakubi Center, Kyoto University)

◆Other note worthy information (その他特筆すべき事項):

- Impressions and opinions from accompanied person (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。): 聴講していた学生たちは、疑問点や興味のある点について質問するなど、積極的に講義に参加しており、本事業が若い世代の教育に大きく貢献していることが確認できた。今後もこのような事業を継続していくべきだと確信する。