

(For JSPS Fellow)

Form B-5

Date (日付)

31/01/2017 (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): Dr. Andrew Houwen (ID No. P 16743)
- Participating school (学校名): Jishukan High School, Toyohashi Date (実施日時):  
(Date/Month/Year: 日/月/年) 19/01/2017
- Lecture title (講演題目): (in English) Imagism and Japan  
(in Japanese) イマジズムと日本
- Lecture summary (講演概要): Please summary your lecture 200-500 words.

My multilingual background encouraged me to pursue the study of other languages and literatures. Through this, I learned about Ezra Pound and the way he was influenced by Chinese and Japanese poetry. My studies began to focus more and more on Pound and Japan, particularly after a year spent learning Japanese in 2007-2008.

My research examines the influence of Japanese poetry on Pound, often acknowledged as the founder of the poetic movement called Imagism. Through the translations of pioneers such as Basil Hall Chamberlain, Pound discovered in haiku a new method for English poetry. But Pound soon moved on to another Japanese model as an inspiration for his own work: Noh. In 1913, a few months after he wrote the famous haiku-inspired poem, 'In a Station of the Metro', he was given a manuscript of Noh translations by the widow of the Japanologist Fenollosa. My lecture discusses the ways in which haiku and Noh shaped his own work.

During the workshop, after a warm-up activity that involved students categorising 'concrete' and 'abstract' nouns, I gave them the first line of 'In a Station of the Metro' and a photograph of the metro station on which the poem was based, and asked them in groups to think of their own second line to complete the poem.

- Language used (使用言語): English
- Lecture format (講演形式): Lecture and Workshop (Workshop lasted 30 mins)
  - ◆Lecture time (講演時間) 40 (分), Q&A time (質疑応答時間) 10 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))  
A powerpoint slide and projector were used alongside the lecture. A paper handout was given to groups of students during the workshop.

- ◆ 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))

A Japanese PhD student from my host institution assisted with translation of occasional difficult terms

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

Ms Rieko Ishibuchi, PhD student, Tokyo Woman's Christian University

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

I was honoured to participate in the Science Dialogue Programme as a Japanese interpreter for Dr. Andrew Houwen. The programme would have been a great opportunity for Japanese high school students to hear a lecture from a world-leading scholar, Dr. Houwen, who specializes in the influence of Japanese poetry on Ezra Pound. I hope the next generation of Japan will make full use of this experience for their own future.

(Tokyo Woman's Christian University, Rieko Ishibuchi)