

existence of the Baha'i community; engage in non-governmental socio-economic activities; deepen individual Baha'is' knowledge of the Baha'i teachings and experience as a Baha'i as well as their own faith; engage in some sort of teaching or educational activities; spread Baha'i love and spirit in society; build the foundation of a new World Order through participation in the Baha'i Administration; and serve the Baha'i Cause through investing one's own time and resources.

The Japanese Baha'i Community: A Retrospect of the 20th Century and the Prospect for the 21st Century

Nozomu Sonda

It has been almost 100 years since the Baha'i Faith was introduced to Japan. Numerically speaking, the Japanese Baha'i community is very small compared not only with Japanese religious organizations but also with other non-Japanese religious organizations. The analysis shows that the nature of the Baha'i Faith itself, the current conditions of the Japanese society and the reality of the Japanese Baha'i community itself have affected its growth. For a prospective development during the 21st century, it seems that the Japanese Baha'i community must overcome some of these barriers. At the same time, we must keep in mind that even a great tree begins with a tiny seed and its growth rate is very slow at first. Thus it requires close attention and a tremendous amount of care in the beginning.

English education and World Peace

Keiko Arai

We witness today the wave of globalization in almost all areas of human activities and at the same time researchers in various fields have come to emphasize the uniqueness of our species as one human family. However, there still exist wars and conflicts in the world as well as serious environmental problems to be solved at global level. In such an age like this, having a lingua franca of the world is essential and right now English plays that role. Considering such a place of English in today's world, it seems necessary to reflect on the meaning of teaching English which can be perceived both as language that signifies our species and as a global language that unites people who live on the globe. So in this paper, first, I will examine what it means for humans to have language by shedding light on the relationships between language and thought, language and morality, and language and people's identity, and on language learning. Then, I will look into the characteristics of English as a global language. Finally, taking these aspects into consideration, I would like to discuss implications and directions for English education to take in order for English to serve the world as a lingua franca in a true sense.