

Australia (JSAA) in 1978. The Inaugural Conference of the JSAA was held in 1980 at the Australian National University (ANU). The JSAA will be discussed further later.

### 2.3 Japanese at the Australian National University

At the end of the war, the University of Sydney was the only Australian university which had an established Japanese discipline. It had more than half a century of history since Murdoch introduced the discipline in 1917. The Australian National University became the first in post-war Australia to establish a Japanese discipline. ANU remains today as one of Australia's major centres for Japanese and related studies.

Japanese studies at ANU had its origin in the School of Oriental languages at the Canberra University College (CUC). As already mentioned in Chapter 1, the decision to establish the School of Oriental languages at the CUC was taken in 1951 by the Cabinet Committee on Education in compliance with the 1951 recommendation of the Commonwealth Committee of Enquiry. Japanese, Chinese and Russian were offered at the CUC.

The original intention of the government in creating the School of Oriental Languages at CUC was to provide language training for military and diplomatic personnel in each of the languages. The government assumed that, in order to train personnel to be able to 'deal with' Asian countries, it would be sufficient to equip them with basic language skills. Academia at the CUC and also the Department of External Affairs argued that this was not sufficient. They insisted that, to be able to effectively 'deal with' a country, students also had to be equipped with knowledge of each country's history, literature, customs, and so on. In other words, if one was to become a Japan specialist in his/her profession, he/she had to be trained in Japan literacy, not merely in Japanese language.

In 1953 the College Council was presented with the concept that, in order to train students who would later be involved in the affairs of Asia, a basic understanding of Asian civilisation would be essential, together with a

command of the language (Botsman 1991:242). In 1955, the CUC gained permission to re-name the School, the School of Oriental Studies and to establish courses in Oriental civilisations.

From the mid 1950s, direct involvement by the Commonwealth Government in the School at CUC decreased. The intensive language courses for the military ceased in 1955. By late 1950s, as academia gained more control over the teaching program, the emphasis of the School started to shift to the training of 'scholars', rather than the training of linguists for prescribed purposes.

*Thus despite crude beginnings, the School now seemed to be on its way to becoming a 'scholarly' institute.* (Botsman 1991:242)

The School, however, still continued to provide training for a small number of government linguists for both the Departments of External Affairs and Defence. The government continued financing the School and thus monitored the development of the School until at least the end of the 1950s (ibid.).

In 1960, the Canberra University College was incorporated into the Australian National University. The Japanese program therefore became a part of ANU curricula. This was the beginning of Japanese studies at ANU, which was to play a prominent role in the future development of Japan-related studies in Australia.

At ANU, Japanese was first offered through the Faculty of Arts, as one of the oriental language programs. In 1961, a separate Faculty of Oriental Studies was created. This was renamed in 1970 as the Faculty of Asian Studies. The reason behind the renaming was that some scholars deemed the term, 'Oriental', inappropriate. They supported the change, as they considered that the term Orient was vague in geographical definition and carried 'an exotic flavour of mystery and chinoiserie (Foster & Varghese 1996)', an increasingly outdated view of Asia.

The renaming of the ANU Faculty has to be considered significant also in

terms of the historical transition Australia was about to make, beginning in the 1970s. The 1970s brought about Australia's remarkable transformation in its concept of Asia. Asia became much closer to Australians' consciousness and a more accurate definition of Asia was sought, at least, by Australia's intellectual leaders. The change in the name of the ANU Faculty was, therefore, a symbolic act to announce the forthcoming changes that the country was to go through for the next three decades. It has to be added here, however, that the ANU was a pioneer thinker in this change, and a number of other universities continued to use the term 'Oriental' until very recent years.

The ANU Faculty came into prominence from an early stage. ANU Library, competing with the National Library of Australia, built up one of the finest Asian collections in the world (*ibid.*). In 1971, the Faculty hosted the International Congress of Orientalists. Over one thousand two hundred scholars and specialists attended from all parts of the world. Foster and Varghese claims that the event won worldwide acclaim for the Faculty (*ibid.*).

In the beginning, Japanese studies in the Faculty were overshadowed by Chinese and the studies of South East Asia and India. In 1963, however, the Department of Japanese was established and in 1965, E. S. Crawcour was appointed as the Foundation Professor of Japanese. Crawcour was one of the best known economic historians of Japan at the time, and had an extensive publishing record in the United States. His appointment helped to strengthen the ANU Japanese Department (Botsman 1991). It also established the foundation for ANU to expand its Japanese studies outside of the then accepted area of Arts and Humanities, to fields such as the social sciences.

Anthony Alfonso was another scholar who brought fame to ANU's Japanese Department. Beginning in the mid 1960s, Alfonso introduced a new concept in the Japanese language teaching methodology. It was a systematic and intensive teaching method based on the latest knowledge of applied linguistics. It came to be known as the 'Alfonso method' and was considered revolutionary at the time.

The Alfonso method was a clear departure from the Japanology-oriented language training the aim of which was essentially reading classical and academic materials. The Alfonso method was to develop language skills applicable in communication, speaking, reading and writing. The type of language training methodology developed by Alfonso, as well as by Neustupny at Monash, was to become the essential component in the future training of Japan specialists at Australian universities.

Throughout the 1970s, Australia's involvement in Asia continued to increase. The nation's changing need demanded more graduates with Asian literacy in general, and with knowledge of a specific country, such as Japan, in particular. The Asian literacy that the country required was no longer limited to academic knowledge, but included knowledge and skills relevant to the understanding of contemporary Asia. Academic institutions had to respond to this demand.

In 1978, ANU conducted an internal review of the Faculty of Asian Studies, which recommended a sharp change in its direction. Restructuring of the academic program followed. Under the new structure, the degree would be based on language study and one discipline. While undergraduate teaching should remain 'securely anchored in language teaching', students should also be given a strong background in one of the disciplines relating to Asia, such as regional economy and politics. These disciplinary studies would be offered by Departments outside Japanese studies (Botsman 1991; Foster & Varghese 1996). The purpose of this was to enable students to gain more broadly based knowledge in addition to language skills. This was the beginning of the concept of 'mainstreaming', which will be discussed later.

Japan was emerging as Australia's largest trading partner. Of all the relations that Australia endeavoured to cultivate in Asia, the relationship with Japan had become the most important. Australia had a growing need for graduates who were capable of carrying out effectively the tasks involving Japan, in diplomacy, in business and all the other relevant areas. Graduates of Japanese should be competent in the language, but the language skills alone would not be sufficient. Graduates would have to be

well equipped with contemporary knowledge of Japan in their specific discipline, such as economics, politics and other relevant fields, as well as broad based general knowledge of its society and culture.

As a result of the 1978 review, two sections of ANU outside the Faculty of Asian Studies, developed undergraduate courses on Japan; the Faculty of Economics and the Department of Political Science in the Faculty of Arts. This development has given further strength to ANU's Japanese studies.

Alan Rix, Australia's leading Japan specialist, is a graduate of ANU. He began his undergraduate study in 1968, when ANU's Japanese studies were gathering momentum. He describes the Japanese Department at the time as 'quite an exciting place' and recalls that he himself felt 'part of the action in developing the whole field'.

*There was a momentum in the sense of Australia's relations with Japan, the economic imperative was quite clear by then and the whole of the Australia-Japan trade thing was widely publicised and talked about. But it was also intellectually challenging, [as] very little had been done on Japan, particularly in the social science areas, even in language. (Low & Rix 1997:10)*

ANU's Oriental Studies scholarships, which were offered along with more general National Undergraduate Scholarships, resulted in attracting the best students from across the country. In the Japan-related areas in other faculties, there were brilliant young scholars such as David Sissons in International Relations, Arthur Stockwin in Political Science, Peter Drysdale in Economics and Asian Studies, John Caiger and Richard Mason in History. Anthony Alfonso was nurturing the strength in language teaching. These scholars were to form a core of academic leadership in Australia's Japanese studies in the coming generations.

Rix also pointed out the importance of those mainstream scholars at ANU who had contributed towards the development of Japanese studies in Australia. T.B. Millar and J.D.B. Millar, non Japan-specialists, but specialists in international relations, had served as heads of the

International Relations Department. They were both very enthusiastic about studying Japan and presented their view of Japan as an international player. The leading economists, H. W. Arndt and John Crawford, Vice-Chancellor of ANU at the time, strongly encouraged the study of Japan.. Peter Drysdale and others also assessed Japan's importance from the viewpoint of the role she would play in the international economy.

*They weren't scholars of Japan first and foremost, but were scholars of economics. They were so important in convincing mainstream discipline people that Japan was worth studying from an intellectual viewpoint. (ibid.:11)*

It was important in the development of Japanese studies in Australia that ANU housed prominent scholars in mainstream disciplines, who were dedicated to the study of Japan. Being at the Australian National University in Canberra, their voices were heard and noted by political leaders and people in the government. This contributed favourably towards further development of Japanese studies not only at ANU but also in Australia as a whole.

Another significant development at ANU, which took place a decade later, was the establishment of the Australia-Japan Research Centre (AJRC). The AJRC was founded in 1980 within the Research School of Pacific and Asian Studies. Reviewing the history of the AJRC, both Drysdale and Botsman note the significant contributions made by John Crawford towards its establishment (Drysdale 1987a; Botsman 1991).

Drysdale describes Crawford as the widely acknowledged principal architect of the post-war trade relationship with Japan. As Secretary of the Department of Commerce and Agriculture, under McEwen as the Minister, Crawford played a crucial part in the negotiations which led to the 1957 Agreement on Commerce between Australia and Japan. After leaving public service, Crawford returned to academia and was the Director of Research School of Pacific Studies at ANU from 1960 to 1967. He became the Vice-Chancellor of ANU in 1968 and the Chancellor in 1975. His considerable influence continued on the development and

shaping of Australia's relationship with Japan. He had a part in both the establishment of the Australia-Japan Foundation and in formulating the concept of the Basic Treaty of Friendship and Co-operation with Japan.

From 1972, Crawford headed the Australia, Japan and Western Pacific Economic Relations Research Project, which was initiated by the Ministry of Foreign Affairs. Drysdale described the Project as follows:

*The three-year program of research was completed jointly by Australian and Japanese economists and their analysis of the changes taking place in the Australia-Japan economic relationship and the regional economy came to have a considerable influence on policy developments in the decade that followed.* (Drysdale 1987a:78)

The Australia-Japan Research Centre at ANU was established to continue the work of this Project. Since its inception, the AJRC contributed towards the promotion of more effective economic links between Australia and Japan. It provided Australian leaders, both in public and private sectors, with practical information and knowledge on how economic and political developments in Japan and North East Asia affect Australia. In Botsman's words, the AJRC has developed as a 'think tank' for Australia's decision makers (Botsman 1991).

Although the AJRC's activities are largely centred in the area of economics, the Centre also carried out and still does undertake the research activities in other Japan-related areas. In 1988-1989 and again in 1997, the AJRC took the leading role in the Japan Foundation-sponsored major project to survey Japanese studies in Australia and New Zealand. The 1988-1989 survey resulted in the publication of *Japanese Studies in Australia*, the first comprehensive mapping of Japanese studies in Australia. The 1997 survey resulted in the publication of *Directory of Japanese Studies in Australia and New Zealand*, which is considered a most reliable source of information on the current Japanese studies in Australia and New Zealand.