

## 2.4 Introduction of Japanese Programs at Other Australian Universities

The introduction of Japanese at the Australian National University was followed by six other universities across Australia: The University of Melbourne in 1964, the University of Queensland in 1965, Monash University and Curtin University, (then called Western Australia Institute of Technology) in 1967, Swinburne University of Technology in 1969, and the University of Western Australia in 1970.

In one decade, Australia gained Japanese programs in seven tertiary institutions. With the existing University of Sydney Japanese program added, Australia now had a Japanese program at tertiary level in every State and Territory, with the exception of Tasmania and the Northern Territory. The successive introduction of new Japanese programs in this decade collectively formed the first wave of expansion in the history of Australia's Japanese studies. Most of these universities remain today as major centres for Japanese studies.

The University of Queensland commenced a Japanese program in 1965, five years after ANU. It was first established as the Department of Japanese Language and Literature. It became the Department of Japanese and Chinese Studies in 1985.

Joyce Ackroyd is credited as the founder of the University of Queensland program. After her studies at the University of Sydney, Ackroyd studied at Cambridge University from 1948 to 1951 and obtained her Ph.D. In 1951, she became the first Saionji Scholar and studied a further two years at both Keio University and the University of Tokyo. She then held a position at ANU from 1952 to 1965. She was an associate professor at ANU when she moved to the University of Queensland. In the field of research, she seems to have maintained the style of Japanologist scholars, strongly influenced by her mentor Sadler. She once described Sadler as 'a universal scholar of the pre-specialist era' (Ackroyd 1986: 49). Ackroyd had wide research interests, including the history of Japanese women, Tokugawa history, modern Japanese poetry, classical Japanese literature,

and early Japanese chronicles in Chinese.

The Japanese program at the University of Queensland enjoyed a large student enrolment from the outset. It is estimated that around two hundred students were enrolled in 1966. The first honours courses were offered in 1969. Most of the research at that time was focused on Japanese literature in the modern and classical period.<sup>13</sup>

Enrolments dropped in the 1970s, but increased again in the 1980s. Enrolment reached six hundred and twenty (620) in 1988, the year of the *Tsunami*, which made the University of Queensland's Japanese program the largest in the country in terms of student numbers. In fact, Rix stated in his 1989 report, in terms of student load, the University of Queensland had the largest Asia-related program of all the Australian universities (Rix 1989). The Japanese program at the University of Queensland remains today one of the largest and strongest in Australia.

On the other side of the Australian continent, Japanese programs were starting at the Western Australia Institute of Technology, later Curtin University, and at the University of Western Australia (UWA). Although greatly separated by distance from the academic centres in the East coast, universities in Western Australia were in a unique position in relation to Japan. In the post-war trade relationship between Australia and Japan, Western Australia had emerged as a major supplier of mineral resources to Japan. *The Japanese Language Teaching Newsletter* reports in 1977:

*Western Australians are constantly reminded of the importance of Japan to the state's economy, and increasingly, though perhaps still not fast enough, there is a realisation among business, government and civic leaders of the need to have access to people who can communicate with the Japanese either in Japan or in Australia.* (Marriott, et. al. 1979:20)

The establishment of the Japanese program at the University of Western Australia (UWA) in 1970 can be seen as a direct response to the regional demand. State leaders, both in government and industry, recognised the

need for graduates trained in Japan literacy in order to strengthen the emerging trade link with Japan. The introduction of the Japanese program, indeed, came as a result of industry funding from several Australian and Japanese companies. These companies were actively involved in promoting stronger economic ties between the two countries.

The UWA's decision to place a Japanese Studies Unit within the Department of Economics had been greatly influenced by the wishes of these donor companies. Not only housed in the Department of Economics, the UWA Japanese program was designed to form a part of a professional and career-oriented degree in a wide range of disciplines. Rather than concentrating on the Japanese major students, the UWA's program aimed 'to equip students who were majoring in non-Japan-related disciplines with a knowledge of modern Japanese society and its economy as well as fluency in written and spoken Japanese (Krishnan 1989)'.

Those students taking Japanese as their first subject were also required to major in some other discipline such as economics, politics, architecture and so on. The program envisaged that its graduates would be equipped with the skills 'to forge the necessary professional ties with their Japanese counterparts in order to ensure a smooth development of relations between Japan and Australia' (ibid.).

The UWA program was a clear departure from the traditional concept held by other universities. Japanese programs in other universities were normally placed within the framework of humanities, and their aim was to educate those with particular interests in Japan. The UWA's Japanese program aimed at training a broader population of students, outside the confines of Japanese studies.

This particular initiative of UWA turned out to be very significant, in view of the future development of Japanese studies in Australian universities. During the next decades, as more awareness grew that the study of Japan had to include both language skills and broader knowledge of Japan, a similar approach was adopted by an increasing number of universities. This tendency became particularly prominent after the *Tsunami* of 1988.

Another Japanese program, which was introduced in the 1960s and remains strong today, is that of Monash University in Melbourne. The Department of Japanese at Monash began its teaching in 1967. The Department then consisted of three academic staff members and the student number was around thirty (Spence-Brown 1989). The program, which had begun with a relatively small number of students, compared with other universities such as the University of Queensland or UWA, grew rapidly in the 1980s.

From the outset, the Japanese program at Monash placed strong emphasis on developing students' practical competence in modern spoken and written Japanese. With J. V. Neustupny as the foundation professor, the language program was designed predominantly to train students in interactive communication skills. Along with the language courses, the curriculum included courses to develop students' knowledge of Japanese society, its culture and basic institutions.

The communicative method of language teaching developed by Neustupny was considered very innovative. Most of the Australian universities today continue to employ the communicative style of teaching generated by the Neustupny method, at least in part of their language teaching. Spence-Brown observed that the concept developed by Neustupny was particularly unique at the time when most language departments were still concentrating on literature based teaching (ibid.:59).

Research programs at Monash became extensive. Reflecting Neustupny's strong leadership, the main focus was in the areas of Japanese language, inter-cultural interaction, and culture and society. This was again a departure from Japanology type of research activities, which were still prevalent in other universities.

## 2.5 Japanese Teaching in Pre-Tertiary Education

The introduction and the development of Japanese studies programs at the tertiary level in the 1960s was followed by the increase of Japanese