

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

teaching at pre-tertiary level in the 1970s.

According to the Commonwealth Advisory Committee report, in 1969 twenty five (25) schools in Australia taught Japanese with a total of one thousand one hundred and eleven (1,111) students, divided as follows by States:

**Table 1: Number of Schools Teaching Japanese in 1969<sup>14</sup>**

State	Number of Schools	Number of Students
NSW	2	80
Victoria	3	133
Queensland	6	398
South Australia	5	268
Western Australia	9	232

Ten years later, in 1978, it is reported that in Queensland alone, nine hundred and sixty nine (969) students have elected to take Japanese in secondary schools (Bonning & White 1978), nearly two hundred and fifty percent (250%) increase on the 1969 student numbers. This figure does not include an estimated one thousand five hundred (1,500) students who were taught Japanese in the year eight compulsory language curriculum.<sup>15</sup>

In South Australia, Quackenbush reported that in 1977, one thousand and seventy one (1,071) students enrolled in Japanese in fourteen (14) secondary schools (Quackenbush 1978). Although this figure does include approximately two hundred (200) students who were studying Japanese in the year eight 'exposure' courses, both in student numbers and the number of schools teaching Japanese, the increase on the 1969 figure is impressive.

## **2.6 Initiatives Outside Universities**

During the 1960s and 1970s, Australia's relationship with Japan became ever closer with the rapid growth in trade. The awareness that Australia's need to do more in terms of understanding Japan and its culture was finally spreading beyond the confines of Japan specialists and into the